Managing for Success: A Performance Management Guide for Title I of the Workforce Investment Act

Illinois Department of Employment Security
Job Training Division
Office of Performance Standards and Assessment

ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY

May 2002

To: Workforce development stakeholders and others interested in WIA performance management

Illinois is one of only a few states in the country to exceed all of its WIA Title I performance goals for Program Year 2000. This is due in no small measure to the hard work taking place in each Local Workforce Investment Area, as well as the support provided by the Department. While we have every reason to be proud of this accomplishment, we do not want to 'rest on our laurels.' With the changes in economic conditions facing us now, as well as the effects of the changes in customer mix that are happening under WIA, it is more important than ever that we maintain our focus on ensuring that each local program is achieving the best possible outcomes for its customers.

As part of our continuing improvement efforts, the Department has prepared this guide. The guide is intended to provide detailed knowledge about each of the WIA Title I measures, along with some practical advice on how to improve your outcomes. The guide is the product of a collaborative effort between the Department and a task force of local performance management practitioners. We very much appreciate the work of all who contributed to this document.

We hope that you will widely share this guide with your case managers, planners and others who have performance management responsibilities, and that you will share with us your comments and suggestions for improvement.

Sincerely,

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Acknowledgments

This guide is the product of a collaborative effort between the Job Training Division and a task force of the Illinois Workforce Partnership (IWP). The IWP task force members were: Sue Clark, Cathy Day, Pam Furlan, Becky Harmon, Brian Noe and Rita Zambon. These persons contributed significantly to the content of the guide, as well as assistance in reviewing and editing the guide.

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The assistance of all who contributed to this guide is acknowledged, but the responsibility for any errors or omissions remains with OPSA. If you have suggestions for improvement, or believe you have uncovered a mistake in this document worth correcting, please email tharmon@ides.state.il.us.

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Introduction and Background

Why this Guide?

This Guide was developed in order to provide practical strategies and methods by which Local Workforce Investment Areas can ensure that they meet or exceed their performance goals. This will be accomplished by presenting information about each of the performance measures and the strategies that can be employed to maximize the results for each measure.

Case managers and others should be able to use the guide to:

1. Understand *exactly* how each of the performance measures works: who is included, who is excluded, when and how the measure is applied, and exactly where the components of the measure are captured in the TRAC system.

2. Understand several of the most critical program design implications of each measure or measure group. Identify how case management decisions affect the results for each measure.

3. Make appropriate choices about interventions and actions, particularly entry and exit decisions, that are compatible with success for each of the measures, using the tools provided in the guide.

4. Use the TRAC system to monitor performance outcomes, and to ensure that credit is obtained for all positive outcomes.

How to Use this Guide

This Guide is organized around the 17 core and customer satisfaction measures that are required under Title I of the Workforce Investment Act. For each of the measures, the Guide provides the following information:

- Who is **included** in the measure (i.e., the registrant pool).
- Who counts toward **success** for the measure (i.e., the numerator).
- Who counts toward **failure and success** for the measure (i.e., the denominator).
- Exactly where in the TRAC system the **data** for the measure is collected.
- The **time period** for which the outcomes are measured.
- Anything else about the definition of the measure that you need to know.
- The **program implications** of the measure. What is the measure encouraging local programs to do?
- **Case management do's and don'ts**. How do your decisions affect the outcome for this measure?

The core measures are grouped into four categories: younger youth (ages 14-18), older youth (ages 19-21), adults, and dislocated workers. For each of these measure categories, the following additional information is provided:

- A **case study** with questions to test your knowledge.
- An **entrance checklist** to use in making decisions about who to register.
- An **exit checklist** to use in making decisions about when or whether to exit a customer.

Figure 2 is a checklist which you can use to help determine which of the performance measures will apply to any particular customer. To use this checklist, answer each question as it pertains to your customer, then review the corresponding sections of the Guide for the measures which apply. Figure 2 does not include the customer satisfaction measures, because the participant measure applies to a sample of all registrants, and the employer measure applies to a sample of all employers, of course.

Which portions of this Guide you need depends on your role within the organization and the types of customers with which you work. For example, if you are a case manager who only works with adults and dislocated workers, you only need to master the measures for these customers.

Performance Measures: the Big Picture

As one wag put it, "if ten standards were enough for Moses, why do we need seventeen for WIA?" While many have questioned the necessity for the number of performance measures for Title I of WIA, USDOL has imposed these measures on the States, who are required to impose them on the Local Workforce Investment Areas. For the forseeable future, States and LWIAs will have to manage their performance in order to ensure that they are successful as defined by the seventeen measures.

The difficulty of this challenge is that it is not really possible to simultaneously keep track of seventeen outcomes, any more than it is for a juggler to keep seventeen balls in the air. Fortunately, for any particular customer, usually no more than four core measures and the participant customer satisfaction measure will ever apply.

Figure 1 provides an overview of the measures, grouped by the five basic outcomes which are common across several measures: employment, employment retention, earnings gains, credentials and skill attainments, and customer satisfaction, with a brief explanation of what each of these outcomes means. In general, LWIAs that do these five things well will thrive, and those that do not will fail. The key is to make program design and case management decisions that are compatible with success as defined by the measures. To do this requires more than the general understanding reflected in Figure 1. It requires a detailed understanding of each of the measures. That is what this Guide is intended to provide.

Figure 1. Five Basic Outcomes and Their Relationship to the USDOL Core Measures

Basic Customer Outcome	Explanation	Corresponding Core Measures	
Employment	Everyone who does not have a job when they enter the program should have one when they leave the program.	YEER AEER DEER	Youth Entered Employment Rate Adult Entered Employment Rate Dislocated Worker Entered Employment Rate
Employment Retention	Everyone who has a job when they leave the program should keep a job for at least two quarters after the quarter in which they leave the program.	YPRR YRR ARR DRR	Youth Placement and Retention Rate* Youth Employment Retention Rate Adult Employment Retention Rate Dislocated Worker Employment Retention Rate
Earnings Gains	On average, youth and adult customers should receive a significant increase in their earnings, and dislocated workers should get back as much of their pre-layoff earnings as possible.	YEC AEC DERR	Youth Earnings Change Adult Earnings Change Dislocated Worker Earnings Retention Rate
Credentials and Skill Attainments	All customers, but particularly those in training programs, should obtain a marketable credential such as a diploma, degree or certificate. Younger youth should obtain at least one of three skill outcomes.	YDER YPRR YSAR YCAR ACAR DCAR	Youth Diplomas and Equivalent Rate Youth Placement and Retention Rate* Youth Skill Attainment Rate Youth Credential Attainment Rate Adult Credential Attainment Rate Dislocated Worker Credential Attainment Rate
Customer Satisfaction	All customers, both participants and employers, should be satisfied with the services that they received.	CCSR ECSR	Client Customer Satisfaction Rate Employer Customer Satisfaction Rate

* YPRR appears twice in this table because either employment or a credential is considered a positive outcome.

Figure 2. Checklist for Determining Which of the WIA Title I Measures Applies to a Registrant

Instructions: Start with Question One, then follow the branching instructions based on your answers, until you reach the list of measures.

1. What is the fund source to be used for this registrant's services?

   - Youth (go to question 2)
   - Adult (go to question 8)
   - Dislocated worker (go to question 11)

2. What is the age of the young person at registration?

   - 14-18 (go to question 3)
   - 19-21 (go to question 7)

3. Does the young person have a high school diploma or GED at registration?

   - Yes (go to question 4)
   - No (go to question 5)

4. Has the young person been assessed as being deficient in basic skills, occupational skills or work readiness skills?

   - Yes The following measures will apply to this registrant:

     YSAR Youth Skill Attainment Rate (p. 19)
     YPRR Youth Placement and Retention Rate (p. 25)

   - No The following measure will apply to this registrant:

     YPRR Youth Placement and Retention Rate (p. 25)

5. Is the young person currently enrolled in high school?

   - Yes The following measure will apply to this registrant:

     YSAR Youth Skill Attainment Rate (p. 19)

     The following measures will apply to this registrant, if he or she exits the program after leaving school:

     YPRR Youth Placement and Retention Rate (p. 25)
     YDER Youth Diplomas and Equivalent Rate (p. 22)

   - No (go to question 6)

6. Has the young person been assessed as being deficient in basic skills, occupational skills or work readiness skills?

- Yes The following measures will apply to this registrant:

  YSAR Youth Skill Attainment Rate (p. 19)
  YPRR Youth Placement and Retention Rate (p. 25)
  YDER Youth Diplomas and Equivalent Rate (p. 22)

- No The following measures will apply to this registrant:

  YPRR Youth Placement and Retention Rate (p. 25)
  YDER Youth Diplomas and Equivalent Rate (p. 22)

7. What is the employment status of the customer at registration?

- Working The following measures will apply to this registrant:

  YRR Youth Employment Retention Rate (p. 39)
  YEC Youth Earnings Change (p. 41)
  YCAR Youth Credential Attainment Rate (p. 44)

  Note: The above is based on the assumption that the customer will be working in the post program period, which is the appropriate assumption to make at entry. If the young person is not working in the first quarter after exit, then only the YCAR measure would apply. If the customer is working in the first quarter after exit, and attending post secondary education or advanced training in the third quarter after exit *instead of working*, then only the YCAR measure will apply.

- Not working The following measures will apply to this registrant:

  YEER Youth Entered Employment Rate (p. 36)
  YRR Youth Employment Retention Rate (p. 39)
  YEC Youth Earnings Change (p. 41)
  YCAR Youth Credential Attainment Rate (p. 44)

  Note: The above is based on the assumption that the customer will be working in the post program period, which is the appropriate assumption to make at entry. If the young person is not working in the first quarter after exit, then only the YEER and YCAR measures would apply. If the customer is working in the first quarter after exit, and attending post secondary education or advanced training in the third quarter after exit *instead of working*, then only the YEER and YCAR measures will apply.

8. What is the employment status of the customer at registration?

- Working (go to question 9)
- Not working (go to question 10)

9. Will the registrant be enrolled in training?

- Yes The following measure will apply to this registrant:

  ACAR Adult Credential Attainment Rate (p. 62)

  The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  ARR Adult Employment Retention Rate (p. 58)
  AEC Adult Earnings Change (p. 60)

- No The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  ARR Adult Employment Retention Rate (p. 58)
  AEC Adult Earnings Change (p. 60)

10. Will the registrant be enrolled in training?

- Yes The following measures will apply to this registrant:

  AEER Adult Entered Employment Rate (p. 56)
  ACAR Adult Credential Attainment Rate (p. 62)

  The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  ARR Adult Employment Retention Rate (p. 58)
  AEC Adult Earnings Change (p. 60)

- No The following measure will apply to this registrant:

  AEER Adult Entered Employment Rate (p. 56)

  The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  ARR Adult Employment Retention Rate (p. 58)
  AEC Adult Earnings Change (p. 60)

11. Is the registrant enrolled in training?

- Yes — The following measures will apply to this registrant:

  DEER Dislocated Worker Entered Employment Rate (p. 74)
  DCAR Dislocated Worker Credential Attainment Rate (p. 81)

  The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  DRR Dislocated Worker Employment Retention Rate (p. 76)
  DERR Dislocated Worker Earnings Retention Rate (p. 78)

- No — The following measure will apply to this registrant:

  DEER Dislocated Worker Entered Employment Rate (p. 74)

  The following measures will apply to this registrant, if he or she is working in the first quarter after exit:

  DRR Dislocated Worker Employment Retention Rate (p. 76)
  DERR Dislocated Worker Earnings Retention Rate (p. 78)

Registration: Who Counts, Who Doesn't

Registration is such an important concept for performance measurement, that it must be understood before the measures themselves can be addressed. Registration is required for most, but not all, services provided under WIA Title I. Persons who are required to register must meet certain eligibility requirements, which are described separately in the WIA Policy Letter No. 99-12. Most importantly for this Guide is the fact that persons who are required to register are included in the group for which the federally-required Title I performance measures apply.

Given these implications of registration, it is important that each LWA and One-Stop operator understand exactly what registration is and when it must be done. In general, USDOL has linked the requirement to register with the requirement to determine eligibility. Section 663.105 of the Interim Rule reads as follows:

> When must adults and dislocated workers be registered?
>
> (a) Registration is the process for collecting information for supporting a determination of eligibility. This information may be collected through methods that include electronic data transfer, personal interview, or an individual's application.
>
> (b) Adults and dislocated workers who receive services funded under Title I other than self-service or informational activities must be registered and determined eligible.
>
> (c) EEO data must be collected on individuals during the registration process.

In addition to these requirements, USDOL has published a table in its performance measures instructions which indicates which services of those listed in Title I require registration. This table is duplicated in Figure 3 below. USDOL classified certain activities in the list of core services as requiring registration. The basis for doing this is that certain of the core services are staff-assisted. Staff-assisted services require registration while self-service and informational services are not subject to registration.

Only those Title I customers that are required to register will count toward the LWA's performance outcomes. The following table describes the situations under which persons are required to register for Title I.

Figure 3. Registration Requirements Under Title 1 of WIA

Fund Source	Service Type and registration requirement	Description
Youth	Registration is required for all youth services	All Services
Adult and Dislocated Workers	Self-assisted and Informational Core Services for which registration is **Not** required	Determination of eligibility to receive services under Title IB
		Outreach, intake (which may include profiling) and orientation to IETC offices and programs
		Initial assessment of skill levels, aptitudes and abilities and need for supportive services
		Employment statistics information including job vacancy listings, job skill requirements for job listings, & information on demand occupations
		Performance information about eligible training providers and the local one-stop delivery system
		Information on support services and referral to support services
		Information regarding filing for Unemployment Insurance
		Assistance in establishing eligibility for Welfare to Work activities and training and education programs
		Resource room usage, including Internet job search
		Internet accounts (Career Kit, Personnel Kit)
		Self-service access to job vacancy listings
		Initial development of employment plan
		Talent referrals (informational, e.g., talent scouts, labor exchange referrals of resumes without further screen)
		Workshops and job clubs

Fund Source	Service Type and registration requirement	Description
	Staff-assisted core services for which registration **is** required	Follow-up services including counseling regarding the workplace
		Staff-assisted job search and placement assistance, including career counseling
		Individual job development
		Staff-assisted job referral services (testing and background checks done before referral or when operating as an employer's agent)
		Staff assisted workshops and job clubs
	Intensive services (registration is required)	Comprehensive and specialized assessment, including diagnostic testing and interviewing
		Full development of individual employment plans
		Group counseling
		Individual counseling and career planning
		Case management
		Short-term pre-vocational services
		Follow-up services after entering employment, including counseling for registrants previously receiving intensive or training services
	Training services (registration is required)	Occupational skills training
		On the job training
		Workplace training and cooperative education programs
		Private sector training programs
		Skill upgrading and retraining
		Entrepreneurial training
		Job readiness training
		Adult education and literacy activities in combination with training
		Customized training

What does all of this mean? It means that the choice of services to be provided to a customer determines whether or not that customer will count (as a success or failure) toward your performance outcomes. *Unless you are prepared to be held accountable for the results for a customer, do not provide services to that customer that require registration.*

Exiting: The Ins and Outs of Getting Out

To exit is to *leave*, and this is the most straightforward way to understand the meaning of exiting from Title I of WIA. When you are done serving the customer, the customer leaves the program. This customer then acquires the status of being an *exiter* (i.e., one who has exited).

Why do we care about exiters? We care because for 15 of the 17 measures, exiting the program is the event that triggers the measurement of success or failure for that customer. That is why it is important to understand how an exit is defined, and what actions (or inactions) will cause a customer to become an exiter.

> Of course USDOL has a technical definition of exiter, which is as follows:
>
> For all of the core measures (except the younger youth skill attainment rate and employer customer satisfaction measure), comparability across States is only possible if a single point in time is used to begin measurement. The term "exit" is being used to determine when to count an individual in a specified reporting period. Each individual becomes part of an exit cohort, a group who are determined to be "exiters" within a particular quarter and are looked at together for measurement purposes. There are two ways to determine <u>exit</u> during a quarter:
>
> 1. a participant who has a date of case closure, completion or known exit from WIA-funded or non-WIA funded partner service within the quarter (hard exit) or
> 2. a participant who does not receive any WIA-funded or non-WIA funded partner service for 90 days and is not scheduled for future services except follow-up services (soft exit).
>
> Participants who have a <u>planned gap in service</u> of greater than 90 days should <u>not</u> be considered as exited if the gap in service is due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services. Service providers should document any gap in service that occurs with a reason for such a gap in service. Participants who exit from services because they are incarcerated, institutionalized, deceased, have a health/medical condition that prevents the individual from participating in services or are Reservists called to active duty who choose not to return to WIA, are <u>excluded</u> from the measures.

> Once a participant has not received any WIA funded or partner services for 90 days, except follow-up services and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant has exited WIA for the purposes of measurement in 15 of the 17 core measures (the younger youth skill attainment rate and employer customer satisfaction measures are not based on exit.)
>
> The exit date is the last date of WIA funded or partner service received (except follow-up services). For a soft exit, the exit date cannot be determined until 90 days has elapsed from the last date of service. *At that point, the exit date recorded is the last date of service*. The exit quarter (referred to throughout the definitions of the measures) is the quarter in which the last date of service (except follow-up services) takes place. If a participant exits WIA and receives additional WIA services after exiting, that participant is treated as a new participant for purposes of the core measures and will be included in the appropriate measures. The definition of exit applies to all of the core measures except the younger youth skill attainment and employer customer satisfaction measures.

What this definition establishes is that there are really two ways to exit from Title I: a "hard" exit and a "soft" exit. The hard exit is simple: it is based on actions which the case manager takes to end services for the customer, and to record the customer's exit from the program. The soft exit is not so simple. Soft exits occur whenever a customer has not been served for 90 days, has no planned interruption of service, and has no plans for future service. When this set of conditions exists for a customer, he or she *automatically* becomes an exiter.

In order to be in compliance with this definition, the TRAC system will flag customers who have no open activities, and no activities scheduled for the future (planned start date). The system will have a report which identifies these customers as they approach the end of the 90 days. In addition, since the above edit is easily avoided simply by neglecting to close the activity records when the client is no longer being served, the system will also flag customers for whom no case note has been created for 30 days.

UI Wage Data, Data Lag, and Exit Timing

Since most of the WIA Title I measures use Unemployment Insurance covered wage data in whole or part to measure post-program employment and earnings, this section will cover the key features of this data source, and describe what these features mean for your management of performance outcomes. The specifics of how each measure uses this data source are covered in the descriptions of each measure.

All employers who are covered under the Unemployment Insurance Act are required each quarter to report the earnings of each of their employees to the Illinois Department of Employment Security. This data is maintained in a database organized by employer account code and employee Social Security Number. The data is used to verify the employers, quarters and amounts of earnings, when employees file a claim for an unemployment insurance benefit.

Those WIA measures which deal with employment and earnings use this UI earnings information to determine whether or not exiters are employed after leaving the program, and to measure the change in earnings that resulted from their participation in the program. When WIA customer records are created on the TRAC system, an SSN is captured. On a quarterly basis, these WIA customer SSNs are matched with the entire database of UI covered earnings, and any matches are loaded back into the TRAC system. Currently this matching is done on a quarterly basis about 30 days after the end of each quarter, in order to allow time for complete information to be collected from the employers. Once the data is in the TRAC system, it is used to compute the outcomes for each of the applicable measures.

It is important to understand that there is a substantial lag in the reporting, entry and capture of the UI wage data. As a general rule, complete wage data for calendar quarter one (January - March) will become available at the beginning of calendar quarter three (July - September), etc. Adding the time to do the matching with the TRAC records, and reloading the matches back into TRAC generally means that calendar quarter one can be expected to be available in mid-August. Figure 4 provides a schedule of the exit quarters and associated measurement quarters for each measure, along with the date when the UI wage data will be available on the TRAC system.

Although the UI wage data is inexpensive and automatic, it is not complete. Some employment situations are not covered (e.g., self-employment, Federal employees). Persons who are employed out of State will not be available, until an interstate agreement is in place to acquire these records (Illinois has not yet implemented such agreements with its bordering States). Also, employers who are covered may fail to report, or fail to report in a timely manner.

Some of the measures which use this UI wage data also permit supplemental data collection. This will be covered in the individual descriptions of each measure.

Figure 4. WIA Performance Timeframes

		WIA PERFORMANCE TIMEFRAMES							
		WIA PY 01				**WIA PY 02**			
		July/Aug/Sept	Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June	July/Aug/Sept	Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June
	Exit Qtrs	PY 01- 1	PY 01 - 2	PY 01 - 3	PY 01 - 4	PY 02 - 1	PY 02 - 2	PY 02 -3	PY 02 -4
	CY	CY 01 - 3	CY 01 - 4	CY 02 - 1	CY 02 - 2	CY 02 - 3	CY 02 - 4	CY 03 - 1	CY 03 - 2
CCSR*	01-3	IN SAMPLE							
ESCR*									
		NUM/DEM							
	01-4		IN SAMPLE						
			NUM/DEM						
*INTERVIEW	02-1			IN SAMPLE					
QTR									
				NUM/DEM					
	02-2				IN SAMPLE				
					NUM/DEM				
YSAR*		REGISTRATION							
	01-3	GOAL SET OR	Exit or Anniversary						
		NO GOAL	------------	------------	------------	------------>			
		GOAL MET				NUM/DEM			
		NUM/DEM							
* QTR			REGISTRATION						
GOAL	01-4		GOAL SET OR		Exit or Anniversary				
IS SET			NO GOAL	------------	------------	------------	------------>		
			GOAL MET				NUM/DEM		
			NUM/DEM						
				REGISTRATION					
	02-1			GOAL SET OR		Exit or Anniversary			
				NO GOAL	------------	------------	------------	------------>	
				GOAL MET				NUM/DEM	
				NUM/DEM					
					REGISTRATION				
	02-2				GOAL SET OR		Exit or Anniversary		
					NO GOAL	------------	------------	------------	------------>
					GOAL MET				NUM/DEM
					NUM/DEM				

Figure 4. WIA Performance Timeframes

WIA PERFORMANCE TIMEFRAMES

		WIA PY 01				**WIA PY 02**	
		July/Aug/Sept	Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June	July/Aug/Sept	Oct/Nov/Dec
	Exit Qtrs	PY 01- 1	PY 01 - 2	PY 01 - 3	PY 01 - 4	PY 02 - 1	PY 02 - 2
	CY	CY 01 - 3	CY 01 - 4	CY 02 - 1	CY 02 - 2	CY 02 - 3	CY 02- 4
YDER	01-3	EXIT	POST QTR I				
			NUM/DEM				
	01-4		EXIT	POST QTR I			
				NUM/DEM			
	02-1			EXIT	POST QTR I		
					NUM/DEM		
	02-2				EXIT	POST QTR I	
					<---------------	<----[NUM/DEM]	

Figure 4. WIA Performance Timeframes

WIA PERFORMANCE TIMEFRAMES

			WIA PY 00		WIA PY 01				WIA PY 02	
		Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June	July/Aug/Sept	Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June	July/Aug/Sept	Oct/Nov/Dec
	Exit Qtrs	PY 00 - 2	PY 00 - 3	PY 00 - 4	PY 01 - 1	PY 01 - 2	PY 01 - 3	PY 01 - 4	PY 02 - 1	PY 02 - 2
	CY	CY 00 - 4	CY 01 - 1	CY 01 - 2	CY 01 - 3	CY 01 - 4	CY 02 - 1	CY 02 - 2	CY 02 - 3	CY 02- 4
YEER	00-4	EXIT	POST QTR 1	POST QTR 2	POST QTR 3					
AEER					UI AVAIL FOR					
DEER					POST QTR 1					
YCAR					NUM/DEM					
ACAR	01-1		EXIT	POST QTR 1	POST QTR 2	POST QTR 3				
DCAR						UI AVAIL FOR				
						POST QTR 1				
						NUM/DEM				
	01-2			EXIT	POST QTR 1	POST QTR 2	POST QTR 3			
							UI AVAIL FOR			
							POST QTR 1			
							NUM/DEM			
	01-3				EXIT	POST QTR 1	POST QTR 2	POST QTR 3		
								UI AVAIL FOR		
								POST QTR 1		
								NUM/DEM		
YPRR	00-4	EXIT	POST QTR 1	POST QTR 2	POST QTR 3	POST QTR 4	POST QTR 5			
ARR					UI AVAIL FOR	UI AVAIL FOR	UI AVAIL FOR			
DRR					POST QTR 1	POST QTR 2	POST QTR 3			
YRR							NUM/DEM			
YEC	01-1		EXIT	POST QTR 1	POST QTR 2	POST QTR 3	POST QTR 4	POST QTR 5		
AEC						UI AVAIL FOR	UI AVAIL FOR	UI AVAIL FOR		
DERR						POST QTR 1	POST QTR 2	POST QTR 3		
								NUM/DEM		
	01-2			EXIT	POST QTR 1	POST QTR 2	POST QTR 3	POST QTR 4	POST QTR 5	
							UI AVAIL FOR	UI AVAIL FOR	UI AVAIL	
							POST QTR 1	POST QTR 2	FOR POST QTR 3	
							<------------	------------	<----[NUM/DEM]	
	01-3				EXIT	POST QTR 1	POST QTR 2	POST QTR 3	POST QTR 4	POST QTR 5
								UI AVAIL FOR	UI AVAIL	UI AVAIL FOR
								POST QTR 1	FOR POST QTR 2	POST QTR 3
								<------------	------------	<--- [NUM/DEM]

JM SPREADSHEET YEER Rev 110601

Younger Youth (14 - 18 years old) Measures

These three measures apply to all youth who are 14 to 18 years of age at the time of registration, who are served with Title 1Y funds. It is important to remember that these measures are based on the age of the customer at *registration*, not at exit. So for instance, a youth who enters the Title 1Y program at age 17 and exits at age 19 will fall into these measures, whereas a youth who enters at age 19 and exits at age 19 will fall into the older youth measures.

1. **Youth Skill Attainment Rate (YSAR)**
2. **Youth Diplomas and Equivalent Rate (YDER)**
3. **Youth Placement and Retention Rate (YPRR)**

1. Youth Skill Attainment Rate (YSAR)

Measure definition

Who is included in this measure?

All younger in-school youth are included. In addition, any younger out-of-school youth who have been assessed to be in need of basic skills, work readiness skills, and/or occupational skills, are also included. This measure began with persons registered July 1, 2000, including persons carried in from JTPA.

Who counts toward the numerator (success)?

Success for this measure is determined by adding the total number of attained basic skills goals, plus the number of attained work readiness skills goals, plus the number of attained occupational skills goals.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by adding the total number of basic skills goals set, plus the number of work readiness skills goals set, plus the number of occupational skills goals set.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. A new form has been created to keep track of the goals set and goals attained for these youth. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Service Directory/Goals and Objectives/Youth Goals	Goals Set	Select a goal from the Goal Type dropdown window. Insert a date (the goal attainment date is the 1 year anniversary of the goal set date.) Up to three per year may be set. The goal attainment date may be extended by a gap in service. This is accomplished by the entry of a Service Record using Activity Code 81 (Holding), with start and end dates.
	Goals Attained	Highlight the current row pointer for the Set Goal. Select an outcome from the Outcome dropdown

For what time period is the data for this measure collected?

This measure is based on the goals that have been set for youth that are scheduled to be attained within each program year, July through June (within one year of when the goal was set) or by the date of exit, whichever comes first.

What else is important about the definition of this measure?

This measure is unique in that it is not necessarily based on exiters alone, as are the other performance measures. It is based on the count of goals attained compared to goals set, for youth 14 to 18 at program entrance.

- If a participant is deficient in basic literacy skills, the individual must set, at a minimum, one basic skills goal (the participant may also set work readiness and/or occupational skills goals, if appropriate).
- WIA participants counted in this measure will be all in-school; and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills.
- All youth measured in this rate must have a minimum of one skill goal set per customer year and may have a maximum of three goals per customer year. The first goal set date must be recorded as the registration date. Customer year is defined as the period of time between the date of registration and the anniversary date of the registration date. Subsequent customer years span the periods from anniversary date to anniversary date.
- The target date for accomplishing each skill goal is no later than one year.
- The target date of the skill goal can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services but plans to return to the program. When they enter a hold status, the one year clock for the goal target date stops. The clock begins again once the participant is no longer in a hold status.
- Goals will fall into the category of basic skills, work readiness skills, or occupational skills. Participants may have any combination of the three types of skill goals (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.)
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time, or by the date of exit if not attained by that time, whichever comes first.
- The TRAC system will automatically generate a generic goal for each customer year of program participation or upon exit (whichever comes first) if a goal is not set. No goal will be system generated for an exiter if the exit takes place within 90 days of an anniversary date, provided a goal for a previous customer year has been either set or system generated.

Program implications of the measure

1. For younger in-school youth who remain in school during the program, this is likely to be the only measure that will apply. Therefore it is essential that these youth be assessed and appropriate, achievable goals are set for each year that they are in the program.

2. Although it may seem obvious, in order to be successful with this measure, there must be a local system in place to assess each youth, determine what are the appropriate goals, and a process to reassess each youth to determine when the goals have been achieved.

3. Since basic skill attainment is a required goal for youth who are basic skills deficient, whenever such youth are registered, they must receive some form of basic skills remediation.

4. Up to one year from the date the goal was originally set is permitted to achieve each goal unless they exit the program before the one year window is up. Then successful attainment must be by the date of exit. However, for youth who are enrolled in summer activities and who may receive only follow-up services after the summer program, it is essential that whatever goals are set for these youth can be achieved during the summer.

5. You may be tempted to try to avoid the application of this measure by not setting goals. Do not do this. All In School Younger youth; and any Out of School Younger Youth assessed to be in need of any of the three skills will be included in the denominator for this measure once a year has passed after registration or by the date of exit, whichever comes first, whether or not you have set any goals for them.

Case management do's and don'ts

- Do make sure that all younger youth receive an assessment to determine if they are basic skills deficient, and if they are deficient in work readiness skills or occupational skills. Youth who are basic skills deficient must have at least one basic skills goal set for the year. Youth who are deficient in work readiness or occupational skills may have goals set for these areas as well, with a maximum number of three goals per year for the youth.

- Do regularly track progress toward the completion of all goals.

- Do make sure that any youth who has a planned gap in service has a “holding” service record created to record this gap (activity code 81). Only this action will stop the one-year clock that is running on goal attainment.

- Do not exit the customer until you have verified that each of the set goals have been achieved, because once they are exited, you cannot go back and complete goals.

2. Youth Diplomas and Equivalent Rate (YDER)

Measure definition

Who is included in this measure?

All younger youth age 14-18 at registration who register without a diploma or equivalent, except those still in secondary school at exit.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of younger youth who attained a secondary school diploma or equivalent by the end of the first quarter after exit. This includes youth who obtain the diploma or equivalent while still in the program.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of younger youth who exit during the quarter (except those still in secondary school at exit).

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Customer Background/Education Status	HS Diploma/GED @ Entry	Y=Highest Grade completed, >/= 12 or GED Completed N= Highest grade completed </= 11 or a HS Dropout or Lacks HS Diploma
Exit Record	In Program-Attained Diploma/GED	Y= Credential/Diploma Type = High School Diploma or GED, or Primary Reasons For Exit = Attained High School Diploma or Attained GED/Equivalency Diploma
Post Exit Record	Post Qtr 1-Attain Diploma/GED	Y= Attain HS Diploma or Attained GED
Exit Record	In School at Exit	Y= Primary Reason For Exit is Attending Secondary School at exit.

For what time period is the data for this measure collected?

This measure is based on *registrants who exited during July-June of the program year.*

What else is important about the definition of this measure?

If a younger youth exits WIA while still enrolled in secondary education, the individual is excluded from the measure (i.e., programs will not be held accountable for these individuals under this measure).

All younger youth (except those still in secondary school at exit and those who have already attained their dipolma or equivalent prior to registration) will be assessed in this measure in the quarter after exit

Program implications of the measure

1. Programs that serve in-school youth must ensure that students obtain their high-school diploma while still in the program, or shortly thereafter, in order for these students to count in the numerator for the YDER measure. Alternatively, these programs must ensure that students exit the program prior to leaving high school, so that they are excluded from the measure.

2. Programs that serve drop-outs must ensure that these youth either obtain the GED while still in the program, or shortly thereafter, in order for these students to count in the numerator for the YDER measure. Alternatively, these programs must ensure that students return to school and remain in school at program exit, so that they are excluded from the measure.

3. LWAs that operate significant summer employment programs for in-school youth need to be especially careful that these programs do not result in a situation where large numbers of youth may drop out of school prior to exiting the program.

4. LWAs that serve exclusively in-school youth in the 14 -18 year old category who are not scheduled to graduate from high school while in the program should be cautious. Such designs will result in no students planned to be in the denominator for this measure. In such a situation, the only students actually entering the denominator may be those who dropped out of school and then dropped out of the program. This will result in failure of the measure.

Case management do's and don'ts

- Do make sure that you know what is happening with the school status of every youth you have registered.

- Don't be surprised by youth dropping out of school before they finish your in-school program. Have a plan in place to deal with this possibility.
- Do have a recovery plan in place for those that may drop out of high school. You cannot afford to "write-off" any of these youth, because they can have a big affect on your outcomes.
- Do be prepared to show a reasonable plan whereby any high school dropout you enroll in your program will either return to school or obtain his or her GED, within the timeframe that you are likely to be able to retain the youth in the program.
- Do be prepared to document this plan.

3. Youth Placement and Retention Rate (YPRR)

Measure definition

Who is included in this measure?

All younger youth (except those still in secondary school at exit).

Who counts toward the numerator (success)?

Success for this measure is determined by the number of younger youth found in one of the following placement activities in the third quarter after exit:

-- post secondary education
-- advanced training
-- employment
-- military service
-- qualified apprenticeships

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of younger youth who exited during the quarter (except those still in secondary school at Exit).

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Exit Record	In School at Exit	Y = Primary Reason For Exit = Attending Secondary School at Exit.
UI Wage Data	Post Quarter 3 - UI Wage Earnings	Dollar Amount in the Quarter
Post Exit Record	Post Quarter 3 -Post secondary school, advanced training, employment, military service, or qualified apprenticeship	Y = Employed in Quarter, in post secondary school, in advanced training program, in military service, or in qualified apprenticeship program

For what time period is the data for this measure collected?

This measure consists of registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

The participant does not have to remain in the same activity for the entire retention period, as long as the participant is in, or enrolled in, one of the activities during the third quarter.

Program implications of the measure

1. LWAs must implement programs for younger youth that are likely to lead to one or more of the positive outcomes for this measure (post secondary education, advanced training, employment, military service, or qualified apprenticeships). Aside from employment, these outcomes are generally obtained by youth *after* high school. That is why the in-school youth are taken out of the measure. This measure is directed at out-of-school youth and older in-school youth (17-18) who can be expected to continue their education or enter employment or the military after high school.

2. Programs that serve in-school youth must ensure that these students obtain their high-school diploma while still in the program, or shortly thereafter, and also go on to employment or post-secondary education, training or the military, in order for these students to count in the numerator for the YPRR measure. Alternatively, these programs must ensure that students exit the program prior to leaving high school, so that they are excluded from the measure.

3. LWAs that operate significant summer employment programs for in-school youth need to be especially careful that these programs do not result in a situation where large numbers of youth may drop out of school prior to exiting the program.

4. LWAs that serve exclusively in-school youth in the 14 -18 year old category who are not scheduled to graduate from high school while in the program should be cautious. Such designs will result in no students planned to be in the denominator for this measure. In such a situation, the only students actually entering the denominator may be those who dropped out of school and then dropped out of the program. This will result in failure of the measure.

Case management do's and don'ts

- Do make sure that you know what is happening with the school status of every youth you have registered. If the youth is not still in school, make sure you place them in one of the other activities.

- Don't be surprised by youth dropping out of school before they finish your in-school program. Have a plan in place to deal with this possibility.

- Do implement a follow-up tracking system to make sure that you know whether or not youth who have exited the program are found in one or more of the positive outcomes for this measure.

- Don't enroll youth who are likely to drop out of high school *unless* you have a recovery plan in place for those who do. You cannot afford to "write-off" any of these youth, because they can have a big affect on your outcomes.

- Don't exit a youth who has some kind of planned break in the activity that may occur for the third post-quarter (i.e., vacation, seasonal job, pregnancy, etc.)

Case Study for Younger Youth Measures

Melissa Strong* is a 16 year old high school sophomore. She is assessed with a reading level of 8.4 and a math level of 7.8. She entered a program for at-risk in-school youth. As a result of the program, Melissa increased her reading level to 9.3 and her math level to 8.9 during her first year in the program. Melissa participated in summer employment activities between school years. She was still enrolled in high school when she exited the program at the end of her Junior year.

Questions

1. Which of the younger youth measures apply to Melissa? Why?

2. What type of skill attainment goals are appropriate for Melissa? What goals are required?

3. Assuming Melissa had dropped out of high school while she was in the program, how would this change the measures that would apply to her?

**Hypothetical person*

Answers

1. The only measure that applies to Melissa is the YSAR, because she was still in secondary school at program exit.

2. Skill attainment goals in any of the three areas (basic skills goals, work readiness skills goals, and occupational skills goals) might be appropriate for Melissa. Since she was assessed as basic skills deficient, she must have at least one goal in this area. Her participation in summer employment activities would also provide an opportunity to acheive work readiness and occupation skill goals. If the case manager was taking the conservative position of only setting the one required goal, then in this case it would have to be the basic skills goal to increase her reading and math competency levels.

3. If Melissa dropped out of high school while she was still in the program, then the other two measures (YDER and YRR) would apply. In this situation, unless she obtained her GED by the end of the first full quarter after exit, she would count in the denominator, but not the numerator of the YDER. Also, unless by the end of the third quarter after exit, she had entered post secondary education, advanced training, employment, military service, or a qualified apprenticeship, she would count in the denominator, but not the numerator of the YRR measure.

Entrance Checklist for Younger Youth (Ages 14 – 18)

Customer Name ____

What is the planned registration date? _______ What is the planned exit date? _______

Is the individual: ___ in high school at registration ___ not in high school at registration

If still in high school at exit, YDER and YPRR will not apply to this person.

Is this individual assessed as deficient in: ___ basic skills

___ work readiness skills

___ occupational skills

YSAR applies to all in-school youth, and any out-of-school youth assessed as deficient in any of the above skill areas. At least one, and no more than three goals must be established for at least one of the skill areas in which the individual is deficient, per year.

Does the individual have a high school diploma or its equivalent? ___ Yes ___ No

If not, the YDER measure applies, unless the customer is in high school or a GED program at exit.

What services are planned for this customer (list)?

____

____

____

What are the objectives for this customer? (check all that apply)

___ Skill enhancements (see YSAR goals below)
___ High school diploma
___ GED
___ Post-secondary education
___ Advanced training
___ Employment
___ Military service
___ Apprenticeship
___ Other: ______________________________

What goals are to be established for the customer, if applicable?

Basic skills: ______________________________
____
____

Work readiness skills: ______________________________
____
____

Occupational skills: ______________________________
____
____

Notes and Recommendations:

Exit Checklist for Younger Youth (Ages 14 - 18)

Name: ____

Registration Date: _________________ **Exit Date:** ________________

GENERAL:

- Is the exit for one of the following reasons:

  Job?

  Enrollment in Occupational/Advanced Training?

  Other “Positive”?

  Other “Non-positive”? (Have we exhausted every service option available?)

- Do I have a current phone number/contact for follow-up purposes?
- Do I have at least 3 collateral contacts for follow-up purposes?
- Did I complete a follow-up plan with the youth? *(Note: For youth, follow-up begins at exit.)*
- The self-sufficiency family level for this person is ____________. If the exit is for a job, will the wage lead to self-sufficiency for this person? If not, why are we exiting him/her? Have we maxed out wage increase?

Skill Attainment Annual Checklist Participant Group: Skill Set or Planned to be Achieved during the Program Year

(Note: All in-school youth must have at least one of the three skill goals set per year; however, only out-of-school youth who have been assessed to be in need of one of the three skill goals must have that goal/those goals set per year. This measure does not require an exit in order to count attainment.)

If in-school, which of the following goals have been established for this youth?

___ Basic Skills Date Set __________ Attain Date* __________

(Required if assessed as basic skills deficient.)

___ Work Readiness Date Set __________ Attain Date* __________

___ Occupational Skills Date Set __________ Attain Date* __________

If out-of-school, was the youth assessed as needing any of the following skill areas? __________
If no, this measure is N/A. If yes, which one(s)?

___ Basic Skills Date Set __________ Attain Date* __________

(Required if assessed as basic skills deficient.)

___ Work Readiness Date Set __________ Attain Date* __________

___ Occupational Skills Date Set __________ Attain Date* __________

* Must be attained within one year of date set unless there was a gap in service where the youth was placed in a "hold" status until activity within the program started up again.

<u>High School Diploma or Equivalent Rate</u> Exit Group: Current Program Year Exiters

At the time of registration, did this youth have a diploma or equivalent?

_______ Yes, so the measure is N/A.

_______ No, but the youth was/will still be in secondary school at the time of exit and therefore not counted in this measure.

_______ No, but the youth obtained a high school diploma or equivalent prior to exit and therefore will be counted in this measure.

_______ No, and the youth has exited/will be exiting the program and therefore counted in this measure.

Does it seem pretty likely that the youth will receive a diploma/equivalency by the end of the 1st quarter after exit? If yes, it should be OK to proceed with the exit. If no, perhaps we should delay the exit and offer some assistance such as tutoring, mentoring, etc. that may help him/her get the diploma/GED.

<u>Youth Placement and Retention Rate</u> Exit Group: Exiters from the last 3 quarters of the previous program year plus the first quarter of the current program year

(Note: If, at the time of exit, the youth is in secondary education, s/he will not be included in this measure.

Is the youth in any one of the following activities at the time of exit:

______ post-secondary education? ______ advanced training?

______ employment? ______ military service?

______ qualified apprenticeship?

If the youth is in one of the above activities at the time of exit, is s/he likely to be in the same or another activity during the 3rd quarter following exit?

If so, the exit should be OK. However, we still need to identify the specific steps we will include in the follow-up plan to better our chances that this youth will still be in one of the activities during the 3rd quarter.

If not, what can we do to make sure s/he is in one of those activities during the 3rd quarter following exit? *(Note: It is important to know who bombed out in these activities during the 1st quarter, the 2nd quarter and early in the 3rd quarter in order to work to get the youth back into something during the 3rd quarter. Be sure not to exit a youth if you know there will be a scheduled break [e.g., vacation, pregnancy, seasonal work] during the retention quarter.)* What specific steps will we include in the follow-up plan to better our chances that this youth will still be in one of the activities during the 3rd quarter?

If the youth is not in one of the above activities at the time of exit, is it possible that we can delay the exit until we can get the youth into one of the activities and provide a better chance to get a positive outcome? What specific steps will we include in the follow-up plan to better our chances that this youth will be in one of the activities during the 3rd quarter

Older Youth (19 - 21 years old) Measures

These four measures apply to all youth who are 19 to 21 years of age at the time of registration, who are served with Title 1Y funds. As is the case for the younger youth measures, it is also true that these measures are based on the age of the customer at *registration*, not at exit.

4. Youth Entered Employment Rate (YEER)

5. Youth Employment Retention Rate (YRR)

6. Youth Earnings Change (YEC)

7. Youth Credential Attainment Rate (YCAR)

4. Youth Entered Employment Rate (YEER)

Measure definition

Who is included in this measure?

All older youth who are not employed at registration and who are not enrolled in post-secondary education or advanced training in the first quarter after exit. Youth who are working in the first quarter after exit are included in the numerator regardless of their education status.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of older youth who are employed in the first quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of older youth who exit during the quarter.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Customer Background/ Employment/Labor Force Status	Employed at registration	Y = Employed full time or part time.
Post Exit Record	Post Qtr 1-Employment Supp Source	Y= Employed in quarter.
UI Wage Data	Post Qtr 1-UI Earnings	Dollar amount in the quarter
Post Exit Record	Post Qtr 1-Post secondary school/advanced training	Y=post secondary education or advanced training

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Employment outcomes for this measure are based on either UI wage information or supplemental data collection.

Employed at registration means either full-time or part-time, and is based on information collected from the registrant.

Program implications of the measure

1. Programs for older youth need to lead to employment. In this respect, outcomes for 19-21 year olds are the same as for adults and dislocated workers.

2. Program designs need to take into account the employment status of youth at registration. Those who are working at registration will not count in this measure, even though they are probably more likely to be working in the first quarter. Therefore programs that serve a high proportion of working youth need to be careful to ensure employment outcomes for the fewer youth who are not working at entry.

3. Youth who are enrolled in post-secondary education or advanced training in the first quarter after exit will not count in this measure, unless they are working. Therefore, program designs that lead to youth exiting from the program and entering or continuing their post-secondary education will not reduce the outcomes for this measure. Programs that plan to serve a large proportion of college-bound youth need to ensure that they in fact enter or remain in post-secondary education through the first post-program quarter, or enter employment.

4. LWAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do monitor the mix of customers by employment status at entry, and education status at exit. Be aware of who counts and who doesn't.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit to verify employment, if they do not show up in the UI wage information.

- Do be aware of exit timing. Since the measure is based on the presence of earnings (any amount) in the first full quarter after exit, customers who exit near the end of a quarter will only have to be employed for a short time in order to count as a success for this measure.

- Do assist your customers who are entering training to select training options that will lead to employment.

5. Youth Employment Retention Rate (YRR)

Measure definition

Who is included in this measure?

All older youth who are employed in the first quarter after exit, and who are not enrolled in post-secondary education or advanced training in the third quarter after exit. Youth who are working in the third quarter after exit are included in the numerator regardless of their education status.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of older youth with are employed in the third quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of older youth who exit during the quarter, and who are not enrolled in post-secondary education or advanced training in the third quarter after exit.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit Record	Post Qtr 1- Employment Supp Source	Y = employed in quarter.
UI Wage Data	Post Qtr 1- UI Earnings	Dollar amount in the quarter.
Post Exit Record	Post Qtr 3- Employment Supp Source	Y= employed in quarter.
UI Wage Data	Post Qtr 3- UI Earnings	Dollar amount in the quarter.
Post Exit Record	Post Qtr 3- Post secondary school/advanced training	Y=post secondary education or advanced training

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Employment outcomes for this measure are based on either the UI wage information or supplemental data collection.

Program implications of the measure

1. Programs for older youth need to lead to employment retention for at least three quarters after leaving the program. In this respect, outcomes for 19-21 year olds are the same as for adults and dislocated workers.

2. Program designs need to take into account the employment status of youth at registration. Unlike the YEER, all youth who are working in the first quarter after exit will count in this measure, regardless of their employment status at registration.

3. Youth who are enrolled in post-secondary education or advanced training in the third quarter after exit will not count in this measure, unless they are working. Therefore, program designs that lead to youth exiting from the program and entering or continuing their post-secondary education will not reduce the outcomes for this measure. Programs that plan to serve a large proportion of college-bound youth need to ensure that they in fact enter or remain in post-secondary education through the third post-program quarter, or enter employment.

4. LWAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do monitor the mix of customers by employment status at entry, and education status at exit. Be aware of who counts and who doesn't.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit to verify employment, if they do not show up in the UI wage information.

- Do assist your customers who are entering training to select training options that will lead to sustained employment.

6. Youth Earnings Change (YEC)

Measure definition

Who is included in this measure?

All older youth who are employed in first quarter after exit who are not enrolled in post-secondary education or advanced training in the third quarter after exit.

Who counts toward the numerator (success)?

The earnings measures are computed differently from the other measures. For the YEC, the numerator is the Total Post-Program Earnings (earnings in quarters 2 and 3 after exit) minus the Total Pre-Program Earnings (earnings in quarters 2 and 3 prior to registration). In other words, the numerator is the aggregate difference between the pre and post program wages of all the included exiters.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of older youth who are employed in the first quarter after exit (UI Wage Records), and are not enrolled in post-secondary education or advanced training in the third quarter after exit. In other words, the numerator is divided by the number of exiters to yield an average increase (or decrease) in wages.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit record	Post Qtr 3- Post secondary school/advanced training	Y = post secondary education or advanced training.
UI Wage data	Pre Qtr 3-UI Earnings	Dollar amount in the quarter
UI Wage data	Pre Qtr 2-UI Earnings	Dollar amount in the quarter
UI Wage Data	Post Qtr 1-UI Earnings	Dollar amount in the quarter
UI Wage Data	Post Qtr 2- UI Earnings	Dollar amount in the quarter
UI Wage Data	Post Qtr 3- UI Earnings	Dollar amount in the quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Individuals whose employment in either the first or third quarter after exit is determined from supplemental sources, and not from UI wage records, are excluded from this measure. You are not allowed to use supplemental data collection for this measure: the outcomes are based on the UI wage data alone.

Program implications of the measure

1. Programs need to result in increased earnings for customers. Entry into programs that result in uncovered employment (non UI Wage Income) should be avoided.

2. Customers with no or low pre-program earnings will be much more likely to experience significant earnings gains, whereas customers with significant pre-program earnings will find it much more difficult to realize an earnings gain.

3. Youth who are enrolled in post-secondary education or advanced training in the third quarter after exit will not count in this measure, unless they are working. Therefore, program designs that lead to youth exiting from the program and entering or continuing their post-secondary education will not reduce the outcomes for this measure.

4. Programs that plan to serve a large proportion of college-bound youth need to ensure that they enter or remain in post-secondary education through the third post-program quarter, or enter employment. Also, since these customers are excluded from this measure if not working, the outcomes for such programs will be determined by the few customers who are in fact employed.

Case management do's and don'ts

- Do find out what the customer’s pre-program earnings were, and calculate the level of earnings that the customer will have to attain in order to contribute positively to the performance outcome.

- Do assist your customers who are entering training to select training options that will lead to sustained employment.

- Do be aware of entrance timing. Pre-program earnings are based on the second and third quarters prior to registration. If it is practical to time the registration to minimize the pre-program earnings, this will improve your chances of garnering an increase in earnings.
- Do not register customers who are likely to lower your performance outcomes, unless you have a strategy in place to balance this with other customers who will have higher gains than required.
- Do be aware of the post-program educational status of your customers. Know which of your customers will count for this measure.
- Do not exit customers until you have maximized the customer's wage potential.

7. *Youth Credential Attainment Rate (YCAR)*

Measure definition

Who is included in this measure?

All older youth.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of older youth who were in employment, post-secondary education, or advanced training in the first quarter after exit, and received a credential by the end of third quarter after exit (including those who received a credential while in the program).

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of older youth who exit during the quarter.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit record	Post Qtr 1- Employment Supp Source	Y = employed in quarter
UI Wage Data	Post Qtr 1- UI Earnings	Dollar amount in the quarter.
Post Exit Record	Post Qtr 1- post secondary school/advanced training	Y= post secondary education or advanced training
Exit Record	In program obtained credential	Y= Credential/Diploma type
Post Exit record	Post Qtr 1 - Obtained Credential	Y= Attained credential/ Diploma
Post Exit record	Post Qtr 2 - Obtained Credential	Y= Attained credential/ Diploma
Post Exit record	Post Qtr 3 - Obtained Credential	Y= Attained Credential/Diploma

For what time period is the data for this measure collected?

This measure is based on registrants who exited as follows:

PY 2000 - Those registrants who exited during the last quarter of the previous program year and during the first quarter of the current program year.

PY 2001 and later - Those registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

This measure applies to all older youth, not just to those who were in training programs. The USDOL definition of a credential is as follows:

> A nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skillstandards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

Program implications of the measure

1. Programs are expected to lead to the attainment of a credential as defined above, for all older youth.

2. Since the credential numerator only includes those who were in employment, post-secondary education or advanced training in the first quarter after exit, the measure assumes that these outcomes are in place for all older youth within the first quarter following exit.

3. The credential attainment does not have to follow exit from the program, but can (and probably should) precede exit. Customers have until the end of the third quarter to achieve the credential, but you are not required to wait until then to take credit for any qualifying credential.

4. Work activity only (including OJT) will count against you, unless the customer obtains a credential.

Case management do's and don'ts

- Do listen to what your customers are saying about their career objectives. Enroll customers in programs that will lead to attainment of these objectives.

- Do be aware on your area’s policy on limitations in the cost or duration of training. Do not enroll a customer in a program that they are unlikely to be able to complete within these limits.

- Do implement a follow-up tracking system to make sure that you know whether or not youth who have exited the program are found in one or more of the positive outcomes for this measure.

Case Study for Older Youth Measures

Paul Ramirez* is a 21 year old high school drop-out, living with friends, who obtained his GED last year. He has been working part time (20 hours per week) at an automobile paint shop, for the past year, and is making $8.00 per hour. He was referred to the local Title I program by a friend whose training as a truck driver is being funded by the program. Paul is interested in going to welding school. He is assessed as being basic skills deficient, but he does meet the requirements for entry into the welding program at the local community college. Paul is registered in the Title I youth program, and enters the welding program. He completes the program, and obtains full-time employment at a local auto body repair shop, making $10.50 per hour. His earnings of $ 4000 appeared in the UI wage file match for the first quarter after exit. His earnings also appeared in the wage file for the second and third quarters, for a total earnings of $ 7500 for these two quarters.

Questions

1. Which of the older youth measures apply to Paul? Why?

2. If Paul had not gone into a training program, would the YCAR measure still apply to him?

3. Paul decided to continue on at the community college after completing his welding program, in the auto body repair program. How does this affect the measures that apply to him?

4. Give a rough estimate of the earnings gain for Paul, based on the data presented.

*Hypothetical person

Answers

1. YRR, YEC and YCAR. YEER does not apply, because Paul was employed at program registration. YRR and YEC apply because Paul had employment in the first quarter after exit.

2. Yes, because the YCAR measure applies to all youth, whether or not they enter training.

3. Continued post-secondary education in the third quarter would only affect the application of the YRR and YEC measures, if Paul was not working in the third quarter. Since he was working, the measures continue to apply.

4. The following table shows the calculation required:

Post-program amount from UI:	$ 7500
Pre-program estimate: 26 weeks X 20 hours per week X $ 8.00 per hour	$ 4160
Difference (gain)	$ 3340

Entrance Checklist for Older Youth (Ages 19 - 21)

Customer Name ____

What is the planned registration date? ______ What is the planned exit date? _______

Is the individual: ___ employed at registration ___ not employed at registration

(If the customer is employed at registration, he or she does not count toward the Entered Employment Rate, but does count in all other older youth measures.)

Is the individual: ___currently enrolled in school ___ has plans to enroll in school

What are the total wages in the two quarters prior to the first quarter before their registration date?

Pre-Quarter 2 $_____________
Pre-Quarter 3 $_____________
Total $_____________

What is their current or most recent hourly wage? $_________

What services are planned for this customer (list)?

____
____
____

Into what curriculum does the customer wish to enroll?

____

For what occupation does the curriculum train the customer?

____

Is this a demand occupation as locally defined? __ Yes __ No

What credential does the customer plan to obtain as a result of participation in the program?

____

What is the earnings gain target for this customer?

$_______ per hour
x _____ hours per week
x ____ weeks per quarter
x two quarters = $________ Total post-program earnings estimate
Minus $________Total pre-program earnings from above
Equals $ ________Earnings gain target for this customer

What is the older youth earnings gain goal for your LWIA (YEC)? $__________

Notes and Recommendations:

Exit Checklist for Older Youth (Ages 19 – 21)

GENERAL:

1. Is the exit for one of the following reasons:
   Job?
   Enrollment in Occupational/Advanced Training?
   Other "Positive"?
   Other "Non-positive"? (Have we exhausted every service option available?)
2. Do I have a current phone number/contact for follow-up purposes?
3. Do I have at least 3 collateral contacts for follow-up purposes?
4. Did I complete a follow-up plan with the youth? *(Note: For youth, follow-up begins at exit.)*
5. The self-sufficiency family level for this person is ____________. If the exit is for a job, will the wage lead to self-sufficiency for this person? If not, why are we exiting him/her? Have we maxed out wage increase?

A. **<u>Youth Entered Employment Rate</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Was the youth employed at the time of registration?

____ Yes, and therefore s/he will not be counted in this measure. (Note: Even though this youth will not count in the EER, s/he may count in the Retention Rate measure.)

____ No, and therefore s/he may count in this measure. Just to be sure,I need to follow-up the first week of ________________.
(1st Month of 1st Quarter following exit.)
(Note: If the youth is not working or in post-secondary/advanced training at follow-up we need to do as much as possible to get him/her a job, or in post-secondary/advanced training by the end of the quarter.)

____ No, but it is likely s/he will be enrolled in either post-secondary school or ad vanced training during the 1st quarter after exit and will therefore be excluded from this measure.

Just to make sure, I need to follow-up the first week of _______________.
(1st Month of 1st Quarter following exit.)

(Note: If the youth is not working or in post-secondary/advanced training at follow-up we need to do as much as possible to get him/her a job, or in post-secondary/advanced training by the end of the quarter.)

B. **<u>Youth Employment Retention Rate</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this youth likely be employed in the 1st quarter following exit?

(Note: All youth who are employed in the 1st quarter following exit are counted whether or not they were employed at registration.)

____ Yes, and s/he will not likely be enrolled in post-secondary/advanced training during the 3rd quarter after exit, so s/he will count in this measure. To be sure s/he is still working during the retention period and will be a positive outcome, I need to follow-up the first week of ______________.
(1st Month of 3rd Quarter following exit.)

____ Yes, but s/he will also likely be enrolled in post-secondary/advanced training during the 3rd quarter after exit, and will not count in this measure if s/he is unemployed during the 3rd quarter. Just to make sure, I need to follow-up the 1st week of _____________.
(1st Month of 3rd Quarter following exit.)

____ No, and therefore s/he may be excluded from this measure. Just to make sure, I need to follow-up the first week of _______________.
(1st Month of 1st Quarter following exit.)

(Note: If during follow-up you find that the youth IS or WAS working, s/he will count in this measure and you need to follow-up during the 3rd quarter after exit to make sure s/he is still working somewhere or is in post-secondary school or advanced training.)

C. **<u>Youth Earnings Change</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this youth likely be employed in the 1st quarter following exit?

____ Yes, and s/he will not likely be enrolled in post-secondary/advanced training during the 3rd quarter after exit, so s/he will count in this measure. To be sure s/he is still working and will be a positive outcome, I need to follow-up the first week of

______________.
(1st Month of 3rd Quarter following exit.)

____ Yes, but s/he will also likely be enrolled in post-secondary/advanced training during the 3rd quarter after exit, and will not count in this measure if s/he is unemployed during the 3rd quarter. Just to make sure, I need to follow-up the 1st week of

_____________.
(1st Month of 3rd Quarter following exit.)

____ Yes, but her/his employment, retention or pre-registration employment was determined through supplemental data, and therefore will not count in this measure.

____ No, but s/he will also likely be enrolled in post-secondary/advanced training during the 3rd quarter after exit, and will probably not count in this measure. Just to make sure, I need to follow-up the 1st week of _____________.
(1st Month of 3rd Quarter following exit.)

Does the job s/he is taking meet or exceed the earning gain measure? (Use the steps below to determine that.)

When to Exit to “Meet” the Standard

1. Establish the minimum total earnings to meet the standard:

____________Earnings for 2nd quarter prior to Registration

____________Earnings for 3rd quarter prior to Registration

____________Total for 2 quarters

+ ___________ Youth Earnings Gain Negotiated Standard

___________ Minimum Earnings to Meet the Measure

2. Determine if the “exit” job will enable us to meet the minimum:

____________ Multiply the number of hours/ week by the hourly rate

____________ X ______ weeks (# weeks estimated to be worked in Quarters 2 & 3). If this amount is greater than the “Minimum Earnings to Meet the Measure” (above), the exit is probably is OK; if it’s not, reconsider the exit and try to place in higher paying job. To determine what this rate should be, use the following formula:

Divide the “Minimum Earnings to Meet the Measure” by the estimated total number of hours that will be worked for the 2nd & 3rd quarters after exit. Since we know there are 26 weeks in a 2-quarter period, we can use scheduled hours per week for the 2 quarters as follows: 1,040 hours for a 40 hour/week job, 780 hours for a 30 hour/week job, 520 hours for a 20 hour/week job, etc. Therefore, if the amount needed to be earned was $5,890 for the 2 quarters, a person would need to earn $5.67/ hour for a 40 hour/week job, $7.56/hour for a 30 hour/week job, $11.33/hour job for a 20 hour/week job, etc. (NOTE: 40 hours/week x 26 weeks/2 quarters = 1,040 hours; $5,890 divided by 1,040 hours =$5.67/hour). The fewer the hours scheduled to be worked, the higher the hourly wage must be in order to earn the minimum.

Be aware that the greater the difference between the minimum amount needed to be earned and the amount estimated to be earned during the 2 report quarters, the more leeway for absences, vacations, etc. For example, $5.67/hour at 40 hours/week is $5896.80 for the 26-week period. In our example, the minimum needed is $5,890. Because the standard measures total earnings in the 2 quarters rather than an hourly rate, this scenario would allow only 1 hour to be missed and still hit the target. What are the chances????

Just a reminder that the performance measure is actually the average of the total youth earnings. So in order to get a true result, you would need to add up all the individual amounts for the 2 pre- and 2 post-quarters, find the difference and divide by the total number of youth who left during the quarter excluding those in school during post quarter three. Using this worksheet will give you an idea of whether the exit job will help or hurt our Youth Earnings Change measure.

One final question to ask: Will this job help the youth achieve the self-sufficiency level for her/his family size? If not, should we be exiting this youth? Have we maximized the wage increase?

D. **Youth Credential Attainment Rate** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this youth likely be employed or enrolled in post-secondary education or advanced training in the first quarter after exit?

____ Yes, and s/he will probably also receive a credential while in the program or by the end of the 3rd quarter after exit. (Positive credit, exit probably OK.) Just to be sure, I will follow-up during the 1st week of the 2nd quarter after exit and again during the 1st week of the 3rd quarter after exit. If s/he is no longer likely to get a credential, is there anything we can do to help her/him achieve this credential?

____ Yes, but s/he will probably not receive a credential while in the program or by the end of the 3rd quarter after exit. (Non-positive credit, can we wait on the exit?) Be sure to follow-up during the 1st week of the 2nd quarter after exit and again during the 1st week of the 3rd quarter after exit. If s/he is still not likely to get a credential, is there anything we can do to help her/him achieve this credential?

____ No. Hold off on the exit and see if there is something we can do to help him/her get a job or enroll in post-secondary education/advanced training.

Adult Measures

These four measures apply to all persons who are 18 or older, are provided a service which requires registration, and are served with Title 1A funds.

8. Adult Entered Employment Rate (AEER)

9. Adult Employment Retention Rate (ARR)

10. Adult Earnings Change (AEC)

11. Adult Credential Attainment Rate (ACAR)

8. Adult Entered Employment Rate (AEER)

Measure definition

Who is included in this measure?

All Adults who are not employed at registration.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of adults who are employed in the first quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of adults who exit during the quarter.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Customer Background/Employment/ Labor Force Status	Employed at Registration	Y = employed full time or part time.
Post Exit record	Post Qtr 1 - Employment/Supp Source	Y= employed in quarter
UI Wage Data	Post Qtr 1 - UI Earnings	Dollar amount in quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Employment outcomes for this measure are based on either UI wage information or supplemental data collection.

Employed at registration means either full-time or part-time, and is based on information collected from the registrant.

Program implications of the measure

1. Programs for adults need to lead to employment.

2. Program designs need to take into account the employment status of adults at registration. Those who are working at registration will not count in this measure. Even though adults who are working at registration are probably more likely to be working in the first quarter after exit, their post-program employment does not help with *this* measure (although it does help with the other measures). Programs that emphasize service to employed adults need to be careful to ensure employment outcomes for the fewer adults who are not working at entry.

3. LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do monitor the mix of customers by employment status at entry. Be aware of who counts and who doesn't. The only customers who count in this measure are those who are *unemployed* or *not in the labor force* as of their application date. Customers who are working full time or part time do not count.

- Do assist your customers who are entering training to select training options that will lead to employment.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit, to verify employment, if they do not show up in the UI wage information. Make sure you have contacts that are permanent contacts, and check your contacts prior to exit to make sure they are still good.

- Do be aware of exit timing. Since the measure is based on the presence of earnings (any amount) in the first *full* quarter after exit, customers who exit near the end of a quarter will only have to be employed for a short time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter to be counted as a success for the measure.

9. Adult Employment Retention Rate (ARR)

Measure definition

Who is included in this measure?

All Adults who are employed in first quarter after exit.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of adults who are employed in the third quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of adults who exit during the quarter, and are employed in the first quarter after exit.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit Record	Post Qtr 1 - Employment Supp Source	Y = employed in quarter
UI Wage Data	Post Qtr 1 - UI Earnings	Dollar amount in quarter
Post Exit Record	Post Qtr 3 - Employment Supp Source	Y= employed in quarter
UI Wage Data	Post Qtr 3 - UI Earnings	Dollar amount in quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Employment outcomes for this measure are based on either UI wage information or supplemental data collection.

Employment does not have to be with the same employer.

Program implications of the measure

1. Programs for adults need to lead to employment retention for at least three quarters after leaving the program.

2. Program designs need to take into account the employment status of adults at registration. Unlike the AEER, all adults who are working in the first full quarter *after* exit will count in this measure, regardless of their employment status at registration.

3. LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do monitor the mix of customers by employment status at entry. Be aware of who counts and who doesn't.

- Do assist your customers who are entering training to select appropriate training options that will lead to sustained employment, in a growth occupation.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit, to verify employment, if they do not show up in the UI wage information. Make sure you have contacts that are permanent contacts, and check your contacts prior to exit to make sure they are still good.

- Do be aware of exit timing. Since the measure is based on the presence of earnings (any amount) in the third *full* quarter after exit, customers who exit near the end of a quarter will have to be employed for a shorter time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter longer to be counted as a success for the measure.

10. Adult Earnings Change (AEC)

Measure definition

Who is included in this measure?

All *Adults who are employed in first quarter after exit.*

Who counts toward the numerator (success)?

The earnings measures are computed differently from the other measures. For the AEC, the numerator is the Total Post-Program Earnings (earnings in quarters 2 and 3 after exit) minus the Total Pre-Program Earnings (earnings in quarters 2 and 3 prior to registration). In other words, the numerator is the aggregate difference between the pre and post program wages of all the included exiters.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of adults who exit during the quarter. In other words, the numerator is divided by the number of exiters to yield an average increase (or decrease) in wages.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
UI Wage Data	Pre Qtr 3 - UI Earnings	Dollar amount in quarter
UI Wage Data	Pre Qtr 2 - UI Earnings	Dollar amount in quarter
UI Wage data	Post Qtr 1 - UI Earnings	Dollar amount in quarter
UI Wage Data	Post Qtr 2 - UI Earnings	Dollar amount in quarter
UI Wage Data	Post Qtr 3 - UI Earnings	Dollar amount in quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and the first quarter of the current program year.

What else is important about the definition of this measure?

Individuals whose employment in either the first or third quarter after exit is determined from supplemental sources, and not from UI wage records, are excluded from this measure.

Program implications of the measure

1. Programs need to result in increased earnings for customers.

2. Customers with no or low pre-program earnings will be much more likely to experience significant earnings gains, than those with significant pre-program earnings. In programs with small numbers of customers, such differences can have a profound effect on the outcome. Programs which enroll a large proportion of non-economically disadvantaged persons are especially at risk.

3. Since supplemental data collection cannot be used for this measure, programs which lead to employment in non-covered industries or out-of-state employment (until wage record data from the other States is available) will be at a disadvantage.

4. Programs leading to part-time and seasonal employment will be at a disadvantage.

Case management do's and don'ts

- Do find out what the customer's pre-program earnings were, and calculate the level of earnings that the customer will have to attain in order to contribute positively to the performance outcome.

- Do assist your customers who are entering training to select training options that will lead to sustained employment.

- Do be aware of entrance timing. Pre-program earnings are based on the second and third quarters prior to registration. If it is practical to time the registration to minimize the pre-program earnings, this will improve your chances of obtaining an increase in earnings.

- Do not register customers who are likely to lower your performance outcomes, unless you have a strategy in place to balance this with other customers who will have higher gains than required. Use the performance planning worksheets to estimate the impact of these decisions.

- Do be aware of exit timing. Since the measure is based on the amount of earnings in the second and third *full* quarters after exit, customers who exit near the end of a quarter will have to be employed for a shorter time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter longer to be counted as a success for the measure.

11. Adult Credential Attainment Rate (ACAR)

Measure definition

Who is included in this measure?

All Adults who received training services.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of adults who were employed in the first quarter after exit and received a credential by the end of third quarter after exit (including those who receive a credential while still in the program).

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of adults who received training services and exit the program.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Service Record	Enrolled in Training	Activity Code = 21,22,24, 25,26,27,28,29,31,33,34,35, 36,37,40,41,42,43
Post Exit record	Post Qtr 1 - Employment Supp Source	Y= employed in quarter
UI Wage data	Post Qtr 1 - UI Earnings	Dollar amount in quarter
Exit Record	In program obtained credential	Y= Credential/Diploma type
Post Exit record	Post Qtr 1 - Obtained Credential	Y = Attained Credential/Diploma
Post Exit record	Post Qtr 2 - Obtained Credential	Y = Attained Credential/Diploma
Post Exit record	Post Qtr 3 - Obtained Credential	Y = Attained Credential/Diploma

For what time period is the data for this measure collected?

This measure is based on registrants who exited as follows:

PY 2000 - Those registrants who exited during the last quarter of the previous program year and during the first quarter of the current program year.

PY 2001 and later - Those registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

The USDOL definition of a credential is as follows:

> A nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

Program implications of the measure

1. Training programs for adults are expected to lead to the attainment of a credential as defined above, in addition to employment. Since the performance goals for this measure rise dramatically for the first three years of WIA, training activities that do not lead to a credential should be limited.

2. The credential attainment does not have to follow exit from the program, but can (and probably should) precede exit. Customers have until the end of the third quarter after exit to achieve the credential, but programs are not required to wait until then to take credit for any qualifying credential.

3. LWIAs should ensure that they have a system in place for defining, tracking and recording the completion of the credential(s) for each training program into which they place customers. A procedure needs to be in place to ensure that the attainment of the credentials is entered into the TRAC system, in a timely manner.

4. Since this measure also includes employment in the first full quarter after exit, LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

5. Successful OJT's and customized training will count against you unless a credential is achieved.

Case management do's and don'ts

- Do carefully assess the career objectives of each customer who is to be enrolled in training. Enroll customers in programs that will lead to attainment of these objectives.

- Do be aware of your LWIA's policy on limitations in the cost or duration of training. Do not enroll a customer in a program that they are unlikely to be able to complete within these limits.

- Do implement a follow-up tracking system to make sure that you know whether or not adults who have exited the program are employed, and whether they have attained the credential.

Case Study for Adult Measures

Cindy Brown* is a 32 year old mother of two. She is a high-school graduate, and has been a TANF recipient for the past three years. Since July 1, 2001, she has been working 30 hours per week at a local video rental store, where she makes $6.90 per hour. She was not working prior to that. Her child care expenses are supplemented by DHS, and she receives medical coverage and Food Stamps. Cindy wants to enroll in an occupational training program to become a dental hygienist. She has the reading and math grade level results needed to enter this program, which is a demand occupation in the local area. If Cindy were to be registered in the Title I adult program, she would be eligible to receive training. If she were to enter and complete the dental hygienist program, it is reasonable to expect that Cindy would obtain a full-time (35 hour per week) job at a local dentist's office, making $19.50 or more per hour.

Questions

1. If Cindy is registered, and receives training, which of the adult measures would apply to her? Why?

2. If Cindy does not go into a training program, would the ACAR measure still apply to her?

3. Give a rough estimate of the potential earnings gain for Cindy, based on the data presented, a registration date of January 1, 2002, and assuming the job into which she would be placed is a covered position under UI. What other assumptions must you make to estimate the earnings gain?

4. In order for Cindy to continue to receive her TANF grant of $ 330 per month, she must continue to work at least 30 hours per week. Completion of the dental hygienist program is not feasible under these circumstances. What are some of the issues that must be addressed if Cindy is to be able to complete the dental hygienist program?

*Hypothetical person

Answers

1. ARR, AEC and ACAR. AEER does not apply, because Cindy was employed at program registration. ARR and AEC apply because Cindy had employment in the first quarter after exit.

2. No. ACAR only applies to adults who enter training.

3. The following table show the calculations required:

Post-program estimate: 35 hours per week x $ 19.50 per hour x 26 weeks	$ 17,745
Pre-program estimate: 30 hours per week x $ 6.90 per hour x 13 weeks (remember, the only portion of these earnings that counts is pre registration quarters two and three)	$ 2,691
Difference (gain)	$ 15,054

4. Some of the issues associated with training TANF customers include:

   - Can the training be taken and still meet the work requirement?
   - If not, can the TANF grant be foregone for the duration? How long will the training take? Can it be accelerated?
   - What is the cost in lost income that will result from reduced hours working? How will this income loss be managed?
   - Given the earnings differential between the existing job and the prospective new job, how long will it take the customer to earn back the lost earnings and TANF grant?

Entrance Checklist for Adults (Age 18+)

Customer Name ____

What is the planned registration date? ______ What is the planned exit date? ______

Is the individual: ___ employed at registration ___ not employed at registration

(If the customer is employed at registration, he or she does not count toward the Entered Employment Rate)

What are the total wages in the two quarters prior to the first quarter before their registration date?

Pre-Quarter 2 $_____________

Pre-Quarter 3 $_____________

Total $_____________

What is their current or most recent hourly wage? $_________

What services are planned for this customer (list)?

Core B ____

Intensive____

Training ____

If training, into what curriculum does the customer wish to enroll?

____

____

For what occupation does the curriculum train the customer?

____

Is this a demand occupation as locally defined? __ Yes __ No

What credential does the customer plan to obtain as a result of participation in the program?

____

What is the earnings gain target for this customer?

$________ per hour
x ______ hours per week
x ____ weeks per quarter
x two quarters = $________ Total post-program earnings estimate
Minus $________ Total pre-program earnings from above
Equals $ ________ Earnings gain target for this customer

What is the adult earnings gain goal for your LWIA (AEC)? $__________

Notes and Recommendations:

Exit Checklist for Adults

<u>GENERAL:</u>

1. Is the exit for one of the following reasons:

   Employment?

   Other "Positive"?

   Other "Non-positive"? (Have we exhausted every service option available?)
2. Do I have a current phone number/contact for follow-up purposes?
3. Do I have at least 3 collateral contacts for follow-up purposes?
4. Did I update the follow-up plan with the adult? *(Note: For adults, follow-up begins at placement.)*
5. The self-sufficiency family level for this person is ____________. If the exit is for a job, will the wage lead to self-sufficiency for this person? If not, why are we exiting him/her? Have we maxed out wage progression?

A. **<u>Adult Entered Employment Rate</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Was the adult employed at the time of registration?

____ Yes, and therefore s/he will not be counted in this measure. *(Note: Even though this adult will not count in the EER, s/he may count in the Retention Rate measure.)*

____ No, and therefore s/he may count in this measure. I need to follow-up the first week of ________________.
(1st Month of Quarter following exit.)

(Note: <u>Employed at Registration</u> means "an individual who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.)

B. **<u>Adult Employment Retention Rate</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this adult likely be employed in the 1st quarter following exit?

(Note: All adults who are employed in the 1st quarter following exit are counted whether or not they were employed at registration.)

____ Yes, so s/he will count in this measure. To be sure s/he is still working during the retention period and will be a positive outcome, I need to follow-up the first week of ______________.
(1st Month of 3rd Quarter following exit.)

____ No, and therefore s/he will be excluded from this measure. Just to make sure, I need to follow-up the first week of _______________.
(1st Month of 1st Quarter following exit.)
(Note: If during follow-up you find that the adult IS or WAS working in the first quarter following exit, s/he will count in this measure and you need to follow-up during the 3rd quarter after exit to make sure s/he is still working somewhere.)

C. **<u>Adult Earnings Change</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this adult likely be employed in the 1st quarter following exit?

____ Yes, so s/he will count in this measure. Just to make sure s/he is still working, I need to follow-up the first week of ______________.
(1st Month of 1st Quarter following exit.)

____ Yes, but her/his employment, retention or pre-registration employment was determined through supplemental data, and therefore will not count in this measure.

____ No, and therefore will not count in this measure. Just to make sure, I need to follow-up the 1st week of _____________.
(1st Month of 1st Quarter following exit.)
(Note: If during follow-up you find that the adult IS or WAS working, s/he will count in this measure.)

Does the job s/he is taking meet or exceed the earning gain measure? *(Use the steps below to determine that.)*

When to Exit to "Meet" the Standard

1. Establish the minimum total earnings to meet the standard:

____________Earnings for 2nd quarter prior to Registration

____________Earnings for 3rd quarter prior to Registration

____________Total for 2 quarters

\+ ____________Adult Earnings Gain Negotiated Standard

____________Minimum Earnings to Meet the Measure

2. Determine if the "exit" job will enable us to meet the minimum:

____________ Multiply the number of hours/ week by the hourly rate

____________ X _____ weeks (estimated # of weeks to be worked during Quarters 2 & 3). If this amount is greater than the "Minimum Earnings to Meet the Measure" (above), the exit is probably is OK; if it's not, reconsider the exit and try to place in higher paying job. To determine what this rate should be, use the following formula:

Divide the "Minimum Earnings to Meet the Measure" by the estimated total number of hours that will be worked for the 2nd & 3rd quarters after exit. Since we know there are 26 weeks in a 2-quarter period, we can use scheduled hours per week for the 2 quarters as follows: 1,040 hours for a 40 hour/week job, 780 hours for a 30 hour/week job, 520 hours for a 20 hour/week job, etc. Therefore, if the amount needed to be earned was $7,351 for the 2 quarters, a person would need to earn $7.07/ hour for a 40 hour/week job, $9.42/hour for a 30 hour/week job, $14.14/hour job for a 20 hour/week job, etc. (NOTE: 40 hours/week x 26 weeks/2 quarters = 1,040 hours; $7,351 divided by 1,040 hours =$7.07/hour). The fewer the hours scheduled to be worked, the higher the hourly wage must be in order to earn the minimum.

Be aware that the greater the difference between the minimum amount needed to be earned and the amount estimated to be earned during the 2 report quarters, the more leeway for absences, vacations, etc. For example, $7.07/hour at 40 hours/week is $7,352.80 for the 26-week period. In our example, the minimum needed is $7,351. Because the standard measures total earnings in the 2 quarters rather than an hourly rate, this scenario would allow for 0 hours to be missed and still hit the target. What are the chances????

Finally, just a reminder that the performance measure is actually the average of the total adult earnings. So in order to get a true result, you would need to add up all the individual amounts for the 2 pre- and 2 post-quarters, find the difference and divide by the total number of adults who left during the quarter. Using this worksheet will give you an idea of whether the exit job will help or hurt our Adult Earnings Change measure.

One final question to ask: Will this job help this person achieve the self-sufficiency level for her/his family size? If not, should we be exiting her/him? Have we maximized wage progressions efforts?

D. **Adult Credential Attainment Rate** Exit Group: This measure is based on registrants who exited as follows:

PY 2000 -Those registrants who exited during the last quarter of the previous program year and during the first quarter of the current program year.

PY 2001 and later -Those registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

Did this adult receive training (WIA or non-WIA) services?

____ No, so s/he will not be counted in this measure.

____ Yes, so s/he will be counted in this measure.

If yes, will s/he likely be employed in the 1st quarter after exit?

____ No, but s/he will still be counted in the denominator of this measure. Can we hold off on the exit to see if there's anything more we can do to get this person employed?

____ Yes, and just to be sure I need to follow-up the1st week of _____________.
(1st Month of the 1st Quarter after Exit.)

Will s/he attain a credential by the end of the 3rd quarter after exit? *(Note: Credential can be earned while still participating in services as long as it is received by the end of the 3rd quarter after exit.)*

____ Yes, but just to be sure I need to follow-up the 1st week of _____________.
(1st Month of the 3rd Quarter after Exit.)

____ No, but s/he will still be counted in the denominator of this measure. Can we hold off on the exit to see if there's anything more we can do to get this person a credential?

Dislocated Worker Measures

These four measures apply to all persons who are provided a service which requires registration, and are served with Title 1D, or 1S funds.

12. Dislocated Worker Entered Employment Rate (DEER)

13. Dislocated Worker Employment Retention Rate (DRR)

14. Dislocated Worker Earnings Retention Rate (DERR)

15. Dislocated Worker Credential Attainment Rate (DCAR)

12. Dislocated Worker Entered Employment Rate (DEER)

Measure definition

Who is included in this measure?

All dislocated workers (employment status at registration does not matter).

Who counts toward the numerator (success)?

Success for this measure is determined by the number of dislocated workers who are employed in the first quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of dislocated workers who exit during the quarter.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit record	Post Qtr 1 - Employment Supp Source	Y= employed in quarter
UI Wage data	Post Qtr 1 - Earnings	Dollar amount in quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Unlike the Youth and Adult Entered Employment Rate Measures, employment status at registration does not matter.

Program implications of the measure

1. Programs for dislocated workers need to lead to employment.

2. Unlike the AEER, the employment status of dislocated workers at registration is not used in the definition of the DEER. Those who are working at registration will count in this measure, as do those who are not working.

3. LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do assist your customers who are entering training to select training options that will lead to employment.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit, to verify employment, if they do not show up in the UI wage information. Make sure you have contacts that are permanent contacts, and check your contacts prior to exit to make sure they are still good.

- Do be aware of exit timing. Since the measure is based on the presence of earnings (any amount) in the first *full* quarter after exit, customers who exit near the end of a quarter will only have to be employed for a short time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter to be counted as a success for the measure.

13. Dislocated Worker Employment Retention Rate (DRR)

Measure definition

Who is included in this measure?

All dislocated workers who are employed in the first quarter after exit.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of dislocated workers employed in the first quarter after exit and who are employed in the third quarter after exit.

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of dislocated workers employed in the first quarter after exit.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Post Exit record	Post Qtr 1- Employment Supp Source	Y= employed in quarter
Post Exit record	Post Qtr 3 - Employment Supp Source	Y = employed in quarter
UI Wage data	Post Qtr 1- UI Earnings	Dollar amount in quarter
UI Wage data	Post Qtr 3 - Earnings	Dollar amount in quarter

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Employment in the first and third quarters following Exit does not have to be with the same employer.

Individuals not employed in the first quarter after Exit are excluded from this measure.

Program implications of the measure

1. Programs for dislocated workers need to lead to employment retention for at least three quarters after leaving the program.

2. LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do’s and don’ts

- Do assist your customers who are entering training to select training options that will lead to sustained employment.

- Do make sure that you have good collateral contact information on all customers, so that you will be able to locate them after exit, to verify employment, if they do not show up in the UI wage information. Make sure you have contacts that are permanent contacts, and check your contacts prior to exit to make sure they are still good.

- Do be aware of exit timing. Since the measure is based on the presence of earnings (any amount) in the third *full* quarter after exit, customers who exit near the end of a quarter will have to be employed for a shorter time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter longer to be counted as a success for the measure.

14. Dislocated Worker Earnings Retention Rate (DERR)

Measure definition

Who is included in this measure?

All Dislocated workers who are employed in the first quarter after exit.

Who counts toward the numerator (success)?

The earnings measures are computed differently from the other measures. For the DERR, the numerator is the Total Post-Program Earnings (earnings in quarters 2 and 3 after exit).

Who is included in the denominator (success and failure)?

The denominator for this measure is the determined by the Total Pre-Dislocation Earnings (earnings in quarters 2 and 3 prior to dislocation). In other words, the total of all post program earnings for the included exiters is divided by the total of all pre- program earnings for these exiters, yielding a percentage that the post program earnings represent of the pre program earnings.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Customer Background/Employment/Job Listing	Dislocation Qtr	End date of most recent job listing.that has the "dislocation" check box marked.*
UI Wage data	Pre Qtr 3 - UI Earnings	Dollar amount in quarter
UI Wage data	Pre Qtr 2 - UI Earnings	Dollar amount in quarter
UI Wage data	Post Qtr 1 - UI Earnings	Dollar amount in quarter
UI Wage data	Post Qtr 2 - UI Earnings	Dollar amount in quarter
UI Wage data	Post Qtr 3 - UI Earnings	Dollar amount in quarter

*If none of the job listings has the dislocation check box marked, the end date of most recent job listing is used. Next, if there is no job listing end date, the quarter of registration becomes the Dislocation Quarter.

For what time period is the data for this measure collected?

This measure is based on registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

Individuals whose employment in either the first or third quarter after exit is determined from supplemental sources, and not from UI wage records, are excluded from this measure.

Program implications of the measure

1. Programs need to maximize the recovery of pre-program earnings.

2. Customers with high pre-program earnings are not likely to experience the same level of earnings recovery as those with no or low pre-program earnings. In programs with small numbers of customers, such differences can have a profound effect on the outcome. Programs that are serving large numbers of high-earning customers need to balance their effect on the outcome by also serving some low-earnings customers, such as displaced homemakers.

3. Since supplemental data collection cannot be used for this measure, programs which lead to employment in non-covered industries or out-of-state employment (until wage record data from the other States is available) will be at a disadvantage.

Case management do's and don'ts

- Do find out what the customer's pre-program earnings were, and calculate the level of earnings that the customer will have to attain in order to contribute positively to the performance outcome.

- Do assist your customers who are entering training to select training options that will lead to sustained employment.

- Do be aware of entrance timing. Pre-program earnings are based on the second and third quarters prior to the quarter of dislocation (as defined on page 78). If it is practical to time the registration to minimize the pre-program earnings, this will improve your chances of increasing the portion of earnings that are recovered.

- Do not register customers who are likely to lower your performance outcomes, unless you have a strategy in place to balance this with other customers who will have higher gains than required. Use the performance planning worksheets to estimate the impact of these decisions.

- Do be aware of exit timing. Since the measure is based on the amount of earnings in the second and third *full* quarters after exit, customers who exit near the end of a quarter will have to be employed for a shorter time in order to count as a success for this measure. On the other hand, customers who exit at the beginning of a quarter will have to retain their jobs for an entire quarter longer to be counted as a success for the measure.

15. Dislocated Worker Credential Attainment Rate (DCAR)

Measure definition

Who is included in this measure?

All Dislocated workers who received training services.

Who counts toward the numerator (success)?

Success for this measure is determined by the number of dislocated workers who were employed in the first quarter after exit and received a credential by the end of third quarter after exit (including those who receive a credential while in the program).

Who is included in the denominator (success and failure)?

The denominator for this measure is determined by the number of dislocated workers who exit during the quarter.

How is the data to compute this measure collected?

Data for the persons described above is entered into the TRAC system's case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Service Record	Enrolled in Training	Activity code = 21,22,24, 25,26,27,28,29,31,33,34,35, 36,37,40,41,42,43
Post Exit record	Post Qtr 1- Employment Supp Source	Y= employed in quarter
UI Wage data	Post Qtr 1- UI Earnings	Dollar amount in quarter
Exit record	In program obtained credential	Y= Credential/Diploma type
Post Exit record	Post Qtr 1- Obtained credential	Y= attained credential/diploma
Post Exit record	Post Qtr 2- Obtained credential	Y= attained credential/diploma
Post Exit record	Post Qtr 3- Obtained credential	Y= attained credential/diploma

For what time period is the data for this measure collected?

This measure is based on registrants who exited as follows:

PY 2000 - Those registrants who exited during the last quarter of the previous program year and during the first quarter of the current program year.

PY 2001 and later - Those registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

What else is important about the definition of this measure?

The USDOL definition of a credential is as follows:

> A nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates. States should include all State Education Agency recognized recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.

Program implications of the measure

1. Training programs for dislocated workers are expected to lead to the attainment of a credential as defined above, in addition to employment. Since the performance goals for this measure rise dramatically for the first three years of WIA, training activities that do not lead to a credential should be limited.

2. The credential attainment does not have to follow exit from the program, but can (and probably should) precede exit. Customers have until the end of the third quarter after exit to achieve the credential, but programs are not required to wait until then to take credit for any qualifying credential.

3. LWIAs should ensure that they have a system in place for defining, tracking and recording the completion of the credential(s) for each training program into which they place customers. A procedure needs to be in place to ensure that the attainment of the credentials is entered into the TRAC system, in a timely manner.

4. Since this measure also includes employment in the first full quarter after exit, LWIAs must ensure that supplemental data collection procedures are in place to capture employment for those not covered by the UI wage data.

Case management do's and don'ts

- Do carefully assess the career objectives of each customer who is to be enrolled in training. Enroll customers in programs that will lead to attainment of these objectives.

- Do be aware of your LWIA's policy on limitations in the cost or duration of training. Do not enroll a customer in a program that they are unlikely to be able to complete within these limits.

- Do implement a follow-up tracking system to make sure that you know whether or not dislocated workers who have exited the program are employed, and whether they have attained the credential.

Case Study for Dislocated Worker Measures

Ralph Wendt* is 40 years old. He is married to Barbara, 36, and they have an eight year-old son, Adam. Ralph is a high-school graduate, and has been employed at the local automotive manufacturing plant for the past 13 years. Ralph recently was notified that his shift is being eliminated by the company, and he will be losing his job in about 90 days. Ralph currently makes $26.00 per hour, and works 40 hours per week. After attending the pre-layoff workshop which the local rapid response team held at the union hall, Ralph decided to come into the center and use the resource room. He registered for Skills Match and used other resources to explore his re-employment options, but so far hasn't had any success. The only local jobs that seem to be available for a person with only a high school diploma pay less than half of what he is currently making. Ralph makes an appointment with a case manager to discuss the possibility of getting help going back to school. He has heard that there may be openings in the construction trades for qualified welders, due to a major university construction project in the area. Ralph can weld, but lacks the required certifications. He is also willing to relocate to automotive manufacturing positions that may be available in Michigan or Indiana. Ralph is determined to be an eligible dislocated worker, and also is determined to be eligible for training. Barbara works part-time (20 hours per week) at a local bookstore, where she makes $8.20 per hour. She has a bachelor's degree in education, and used to teach, but left the profession when Adam was born. Her teacher certification has expired. When Ralph loses his job at the plant, Barbara will qualify as a displaced homemaker, under the expanded definition of this category recently issued by the State.

Questions

1. Which of the dislocated worker measures apply to Ralph? Why?

2. Assuming the LWIA has a locally negotiated goal of 85 percent for the Dislocated Worker Earnings Replacement Rate (DERR), what is the minimum level of earnings per hour that Ralph must realize after training if he is to contribute positively to achieving this measure? Assume that he will be working full time after re-employment, and will be employed in both the second and third quarters after exit, and that the position he will enter is covered by UI.

*Hypothetical person

3. Assume that as a case manager, you have been asked to exceed the DERR standard (85 percent) for the sum of the customers which constitute your caseload. Using the table below of your cases, with pre and post earnings estimates, what is the minimum level of earnings that Ralph must achieve per hour, if he is added to your caseload, without causing you to no longer exceed the goal?

Customer	3rd quarter pre	2nd quarter pre	2nd quarter post	3rd quarter post
Frank A	7000	6700	4500	5000
Allen B	6000	7000	3500	4500
James D	5000	4000	4300	4400
Lwanda E	3800	3900	4000	4100
Greta K	5200	0	4500	4600
Rudy M	12000	12500	7500	7800
Cindy S	6000	4500	3000	5000
Vicky T	1200	0	4000	4400
Subtotal	46200	38600	35300	39800

4. How does the situation in question (3) change if Ralph's wife Barbara is also enrolled in the program and obtains a job as an elementary school teacher paying $28,000 per year?

Answers

1. DEER, DRR, DERR and DCAR. Even though Ralph is working at registration, he will still count in the DEER, because all persons served with dislocated worker funds count in this measure. DRR and DERR will apply if Ralph has employment in the first quarter after exit. DCAR applies if Ralph enters training.

2. Since Ralph is assumed to be working the same number of hours during both pre and post quarters used for this measure, we can simply multiply his pre-program hourly rate by the goal:

   $26.00 (.85) = $22.10

   If it is known that the hours worked in the compared periods are not the same, then multiply the pre-program hours by the rate and number of weeks worked, then multiply the result by the goal. This is the quarterly earnings total that must be achieved. The hourly rate that is required will depend on the estimated number of hours to be worked in the post-program quarters:

   Assuming: 40 hours per week at 26.00 for 20 weeks plus
   30 hours per week at 26.00 for 6 weeks in the <u>preprogram</u> period; and
   35 hours per week average in the <u>post program</u> period

   Substitute the above values and do the math:

   ((40*20*$26)+(30*6*$26)).85 = (35*26)(x)

   ($20800+$4680).85 = 910 x

   ($25480).85= 910x

   $21658 = 910x

   $21658/910=x

   x = $23.80

3. The estimated performance level for this measure for your current caseload, as shown in the table, is 88.5 percent, as follows:

   sum of pre-program: $84,800
   sum of post-program: $75,100
   rate: 88.5 percent

Adding Ralph's pre-program income of $27,040 to the pre-program total raises this to $111,840, which means that in order to continue to meet the goal of 85 percent: $111,840(.85) = $95,064 is the level of earnings total that must be achieved, meaning that assuming all else remains the same, Ralph needs to contribute:

$95,064 - $75,100 [the post-program estimate for the rest of your caseload] = $19,964 or

$19,964 /40 hours per week/ 26 weeks in the period = $19.20 per hour, assuming that Ralph works full time for the entire period. If not, the wage rate will need to be higher (see above).

4. Excluding Ralph's income from the totals, and including Barbara's gives us a preprogram total of $4,264 [Barb's pre-program estimate] + $84,800 = $89,064, and a post program total of $14,000 [Barb's post program estimate]+ $75,100 = $89,100, yielding a performance level of 100 percent.

Adding Ralph's pre-program income of $27,040 to the revised pre-program total raises this to $116,104, which means that in order to continue to meet the goal of 85 percent:

$116,104(.85) = $98,688 is the level of earnings total that must be achieved, meaning that assuming all else remains the same, Ralph needs to contribute:

$98,688 - $89,100 = $9,588 or

$9,588/40 hours per week/ 26 weeks in the period = $9.22 per hour, assuming that Ralph works full time for the entire period. If not, the wage rate will need to be higher (see above).

Of course, you should be able to do much better than this level, meaning that Ralph and Barbara together can actually increase your overall performance level.

Entrance Checklist for Dislocated Workers

Customer Name ____

What is the planned registration date? ______ What is the planned exit date? _____
What is the customer's layoff date from the job of dislocation? ______________

What are the total wages in the two quarters prior to the first quarter before their date of dislocation, or if not yet dislocated, their registration date?

Pre-Quarter 2 $_____________
Pre-Quarter 3 $_____________
Total $_____________

What is their current or most recent hourly wage? $_________

What services are planned for this customer (list)?

Core B ____
Intensive ____
Training ____

If training, into what curriculum does the customer wish to enroll?

____

For what occupation does the curriculum train the customer?

____

Is this a demand occupation as locally defined? __ Yes __ No

What credential does the customer plan to obtain as a result of participation in the program?

____

What is the earnings retention rate target for this customer?

$_______ per hour
x _____ hours per week
x ____ weeks per quarter
x two quarters = $________ Total post-program earnings estimate
Divided by $________ Total pre-program earnings from above
x 100 Equals ________ Earnings retention rate target for this customer

What is the dislocated worker earnings retention rate goal for your LWIA (DERR)? _________ Percent

Notes and Recommendations:

Exit Checklist for Dislocated Workers

GENERAL:

1. Is the exit for one of the following reasons:
   Employment?
   Other "Positive"?
   Other "Non-positive"? (Have we exhausted every service option available?)
2. Do I have a current phone number/contact for follow-up purposes?
3. Do I have at least 3 collateral contacts for follow-up purposes?
4. Did I update the follow-up plan with the adult? *(Note: For adults, follow-up begins at placement.)*
5. The self-sufficiency family level for this person is ____________. If the exit is for a job, will the wage lead to self-sufficiency for this person? If not, why are we exiting him/her? Have we maxed out wage progression?

A. **Dislocated Worker Entered Employment Rate** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

____ All Dislocated Workers are counted in this measure.

I need to follow-up the first week of ________________.
(1st Month of Quarter following exit.)

B. **Dislocated Worker Employment Retention Rate** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this dislocated worker likely be employed in the 1st quarter following exit?

____ Yes, so s/he will count in this measure. To be sure s/he is still working during the retention period and will be a positive outcome, I need to follow-up the first week of ______________.
(1st Month of 3rd Quarter following exit.)

____ No, and therefore s/he will be excluded from this measure. Just to make sure, I need to follow-up the first week of _______________.
(1st Month of 1st Quarter following exit.)

(Note: If during follow-up you find that the dislocated worker IS or WAS working in the first quarter following exit, s/he will count in this measure and you need to follow-up during the 3rd quarter after exit to make sure s/he is still working somewhere.)

C. **<u>Dislocated Worker Earnings Retention Rate</u>** Exit Group: Last three quarters of the previous program year and the first quarter of the current program year.

Will this *dislocated worker* likely be employed in the 1st quarter following exit?

____ Yes, so s/he will count in this measure. Just to make sure s/he is still working, I need to follow-up the first week of ______________.
(1st Month of 1st Quarter following exit.)

_____ Yes, but her/his employment, retention or pre-registration employment was determined through supplemental data, and therefore will not count in this measure.

_____ No, and therefore will not count in this measure. Just to make sure, I need to follow-up the 1st week of _____________.
(1st Month of 1st Quarter following exit.)

(Note: If during follow-up you find that the dislocated worker IS or WAS working, s/he will count in this measure.)

Does the job s/he is taking meet or exceed the Earnings Replacement Rate measure? *(Use the steps below to determine that.)*

When to Exit to "Meet" the Standard

1. Establish the minimum total earnings to meet the standard:

____________ Earnings for 2nd quarter prior to Registration

____________ Earnings for 3rd quarter prior to Registration

____________ Total for 2 quarters

+__________ Dislocated Worker Earnings Replacement Rate Negotiated Standard

___________ Minimum Earnings to Meet the Measure

2. Determine if the "exit" job will enable us to meet the minimum:

____________ Multiply the number of hours/ week by the hourly rate

____________ X _____ weeks (estimated # of weeks to be worked during Quarters 2 & 3). If this amount is greater than the "Minimum Earnings to Meet the Measure" (above), the exit is probably is OK; if it's not, reconsider the exit and try to place in higher paying job. To determine what this rate should be, use the following formula:

Divide the "Minimum Earnings to Meet the Measure" by the estimated total number of hours that will be worked for the 2nd & 3rd quarters after exit. Since we know there are 26 weeks in a 2-quarter period, we can use scheduled hours per week for the 2 quarters as follows: 1,040 hours for a 40 hour/week job, 780 hours for a 30 hour/week job, 520 hours for a 20 hour/week job, etc. Therefore, if the amount needed to be earned was $7,351 for the 2 quarters, a person would need to earn $7.07/ hour for a 40 hour/week job, $9.42/hour for a 30 hour/week job, $14.14/hour job for a 20 hour/week job, etc. (NOTE: 40 hours/week x 26 weeks/2 quarters = 1,040 hours; $7,351 divided by 1,040 hours =$7.07/hour). The fewer the hours scheduled to be worked, the higher the hourly wage must be in order to earn the minimum.

Be aware that the greater the difference between the minimum amount needed to be earned and the amount estimated to be earned during the 2 report quarters, the more leeway for absences, vacations, etc. For example, $7.07/hour at 40 hours/week is $7,352.80 for the 26-week period. In our example, the minimum needed is $7,351. Because the standard measures total earnings in the 2 quarters rather than an hourly rate, this scenario would allow for 0 hours to be missed and still hit the target. What are the chances????

Finally, just a reminder that this performance measure is actually the percentage measure of pre-program earnings being earned post program. So to get a true result, you would need to add up all the individual amounts in the 2 pre-dislocation quarters and separately all the individual amounts in the 2 post-exit quarters. Then divide the post-quarter amount by the pre-quarter amount. However, using this worksheet will give you an idea of whether the exit job will help or hurt our Dislocated Earnings Retention Rate.

One final question to ask: Will this job help this person achieve the self-sufficiency level for her/his family size? If not, should we be exiting her/him? Have we maximized wage progressions efforts?

D. <u>**Dislocated Worker Credential Attainment Rate**</u> Exit Group: This measure is based on registrants who exited as follows:

PY 2000 -Those registrants who exited during the last quarter of the previous program year and during the first quarter of the current program year.

PY 2001

and later -Those registrants who exited during the last three quarters of the previous program year and during the first quarter of the current program year.

Did this adult receive training (WIA or non-WIA) services?

____ No, so s/he will not be counted in this measure.

____ Yes, so s/he will be counted in this measure.

If yes, will s/he likely be employed in the 1st quarter after exit?

____ No, but s/he will still be counted in the denominator of this measure. Can we hold off on the exit to see if there's anything more we can do to get this person employed?

____ Yes, and just to be sure I need to follow-up the1st week of _____________.
(1st Month of the 1st Quarter after Exit.)

Will s/he attain a credential by the end of the 3rd quarter after exit? *(Note: Credential can be earned while still participating in services as long as it is received by the end of the 3rd quarter after exit.)*

____ Yes, but just to be sure I need to follow-up the 1st week of _____________.
(1st Month of the 3rd Quarter after Exit.)

____ No, but s/he will still be counted in the denominator of this measure. Can we hold off on the exit to see if there's anything more we can do to get this person a credential?

Customer Satisfaction

16. Client Customer Satisfaction Rate (CCSR)

17. Employer Customer Satisfaction Rate (ECSR)

16. Client Customer Satisfaction Rate (CCSR)

Measure definition

The weighted average of participant ratings on each of the 3 questions regarding overall satisfaction reported on a 0-100 scale. The score is a weighted average, not a percentage.

Who will be surveyed?

Those participant customers, who are exiters, that were registered under Title I of WIA, regardless of age and funding source and are chosen for inclusion in the random sample.

How many will be surveyed?

A sample number that is valid at the LWIA level such that there is only a 5 in 100 chance that the results would vary from the score obtained from surveying the whole population. The response rate from the sample with valid contract information must be a minimum of 70%.

How will the survey be conducted?

By telephone.

When will the surveys be conducted?

The surveys will be conducted on a rolling basis within the exit time frames. Participants will be contacted within 60 days of the exit date or the date that an exit has been determined. This means either 60 days after the date of an exit interview or 60 days after the 90 days have elapsed since the last service date.

Who will do the interviews?

Currently the Center for Governmental Studies (Center) at Northern Illinois University, in contract with the State of Illinois Department of Employment Security (IDES), will conduct the participant and employer surveys.

What questions are asked?

My name is _________ with XXXXX and I am conducting a survey for the XXXX. I would like to speak to Ms./Mr.______.

Are you the Ms./Mr.________ who was looking for a job a few months ago?

I would like to ask you some questions about your recent experience looking for a job. Our purpose is to learn from you how to improve programs and services offered to people in XXX. The survey should take about XX minutes to complete. First I am going to read a list of services you may have received. Indicate as I read them those you recall receiving during the period in which you were seeking employment and/or training at the XX center.

*A thorough assessment of your needs
*Assistance about finding a job
*Assistance to develop an individual employment plan
*Assistance to decide about the best training to take
*Assistance from someone to support you during your job search or training
*Did you receive any training?
*Occupational training?
*****Training to give you general skills for the workplace?
*****Training in English or math?

Did you get any other help or services that I have not mentioned? (Specify)

1) Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied" what is your overall satisfaction with the services provided from _____?

Very Dissatisfied									Very Satisfied	DK	4	REF	5
1	2	3	4	5	6	7	8	9	10	11	12		

2) Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."

Falls Short of Expectations									Exceeds Expectations	DK	REF
1	2	3	4	5	6	7	8	9	10	11	12

3) Now think of the ideal program for people in your circumstances. How well do think the services you received compare with the ideal set of services? "1" now means "Not very close to the Ideal" and "10" means "Very Close to the Ideal."

Not Close To Ideal									Very Close To Ideal			DK	REF
1	2	3	4	5	6	7	8	9	10	11	12		

How is the data used to compute this measure?

From all completed surveys determine the mean values for each question. The means are then transformed to an index reported on a 0-100 scale.

Assume the following mean values for each question:

Overall satisfaction = 8.3

Met expectations = 7.9

Compared to Ideal = 7.0

Calculations of the ACSI score are as follows:

Overall Satisfaction = (8.3-1)/9 x 100 =81.1 x 3824 = 31.0

Met Expectations = (7.9-1)/9 x 100 =76.71 x 3250 = 24.9

Compared to Ideal = (7.0-1)/9 x 100 =66.7 x 2925 = 19.5

ASCI Score = 31.0+24.9+19.5 = 75.4

Data for the persons described above is entered into the TRAC system’s case management module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Exit & Follow-up/Customer Satisfaction	Questions 1, 2 and 3	Values entered via file down load from NIU

For what time period is the data for this measure collected?

This measure is based on customers exiting during the program year (July 1 - June 30).

What else is important about the definition of this measure?

Enter exit records in a timely manner.

Program implications of the measure

Successful outcomes spawn good survey results.

Case management do's and don'ts

- Make sure that you collect and maintain good collateral contact information for your customers, especially your youth customers. Without this, it will be very difficult for the survey contractor to locate your customers if they are selected in the sample.

- Conduct an exit conference covering questions similar to those that are included in the survey.

- Maintain regular, periodic contact with the exiters.

17. Employer Customer Satisfaction Rate (ECSR)

Measure definition

The weighted average of participant ratings on each of the 3 questions regarding overall satisfaction reported on a 0-100 scale. The score is a weighted average, not a percentage.

Who will be surveyed?

Those employers eligible to be surveyed include those who have received service where the service has been completed or, it is an ongoing service, when a full segment of service has been provided (e.g., after listing an open job order, the employer has received some referrals or if no service, 30 days have elapsed after the initial request). All employers who have received a substantial service involving personal contact with One-Stop staff are eligible to be chosen for inclusion in the survey, excluding those employers who request a brochure or standard mailing, ask a question that is answered with little expenditure of staff time, or use electronic self-services. Examples of services include staff facilitated job orders, customized job training, customized labor market information requests, and on-the-job training activities.

In order to identify the above employers, each LWIA is to record a set of information for each employer that has received a substantial service, on the entity maintenance data base. Instruction for this employer identification and record entry is included as Attachment A to PY01 WIA Policy Letter No. 01-20, dated July 27, 2001.

How will the surveys be conducted?

By telephone.

When will the surveys be conducted?

The surveys will be conducted on a rolling basis within the program year time frame. Employers will be contacted within 60 days of the service end date.

Who will do the interviews?

Currently the Center for Governmental Studies (Center) at Northern Illinois University, in contract with the State of Illinois Department of Employment Security (IDES), will conduct the participant and employer surveys.

What questions are asked?

My name is _________ with XXXXX and I am conducting a survey for the XXXX. I would like to speak to Ms./Mr._______.

Are you the Ms./Mr.________ who (describe the service received)

I would like to ask you some questions about your recent experience with __________. Our purpose is to learn from you how to improve programs and services offered to employers. The survey should take about XX minutes to complete.

1) Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied" what is your overall satisfaction with the services provided from _____?

Very Dissatisfied									Very Satisfied	DK 4	REF 5
1	2	3	4	5	6	7	8	9	10	11	12

2) Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls Short of Your Expectations" and "10" means "Exceeds Your Expectations."

Falls Short of Expectations									Exceeds Expectations	DK	REF
1	2	3	4	5	6	7	8	9	10	11	12

3) Now think of the ideal program for people in your circumstances. How well do think the services you received compare with the ideal set of services? "1" now means "Not very close to the Ideal" and "10" means "Very Close to the Ideal."

Not Close To Ideal									Very Close To Ideal		REF
1	2	3	4	5	6	7	8	9	10	11	12

How is the data to compute this measure collected?

From all completed surveys determine the mean values for each question. The means are then transformed to an index reported on a 0-100 scale.

Assume the following mean values for each question:

Overall satisfaction = 8.3

Met expectations = 7.9

Compared to Ideal = 7.0

Calculations of the ACSI score are as follows:

Overall Satisfaction = (8.3-1)/9 x 100 =81.1 x 3824 = 31.0

Met Expectations = (7.9-1)/9 x 100 =76.71 x 3250 = 24.9

Compared to Ideal = (7.0-1)/9 x 100 =66.7 x 2925 = 19.5

ACSI Score = 31.0 + 24.9 + 19.5 + = **75.4**

Data for the employers described above is entered into the TRAC system's Entity Maintenance module. The following table shows where in the TRAC system the data is collected to compute each part of this measure:

Section/Form	Data Item	Comment
Entity Maintenance/ Employer Customer	Questions 1, 2 and 3	Values entered via file download from NIU
Contact Information		

For what time period is the data for this measure collected?

This measure is based on employer surveys whose service end date is within the program year time frame.

What else is important about the definition of this measure?

Beginning in PY2001, all Wagner Peyser employers will be included in the sample universe, and those surveyed will be included in the performance outcome.

Program implications of the measure

LWIBs must concern themselves with the satisfaction of all employers that come into contact with the One-Stop System, not just those served by Title I staff.

One-Stop partners should share information on employer contacts and services provided, so that the customer relationship appears coordinated.

Case management do's and don'ts

- Ensure employer data is current and complete.
- Ensure accuracy of service type, start and end dates, and service description.
- Ask customers about their satisfaction with the services, and attempt to fix any problems they identify.

.
- Tell customers that they may be surveyed by NIU, and to please answer the questions.

TRAC Performance Management Module

The TRAC Performance Management Module provides summary and detailed information on the performance outcomes for each of the seventeen WIA Title I performance measures. It also is the place in the TRAC system where each LWIA's negotiated performance goals are entered.

This module enables the user to view performance outcomes for the LWIA, selected program years and quarters, IETCs, provider entities and case managers. It also enables the user to view the customers that comprise the numerator, denominator and registrant pool for each measure.

A. Accessing the Performance Management Module

Navigate:
1. Sign on to the TRAC system
2. Click on the Performance Standards button on the Main Menu screen
3. Click on the WIA Performance Standards (PY 2000 and after) button

View: You should be viewing the WIA Selection screen

B. Using the WIA Selection Screen

The WIA Selection Screen is used to tell the system which performance information you want to see. This is done by entering selection criteria in the drop-down fields on this screen.

Data Entry: Enter the following values

LWA Number: Defaults to home LWA

Program Year: Defaults to current program year

Program Quarter: Select the appropriate program quarter from the drop down window. The quarters are displayed in a unique fashion that coincides with the expected availability of the UI wage file data (i.e. for PY 2000 the quarter July-September will have the post qtr 1 UI wage data for CY 1999, Qtr 4 exiters). Thus only exiters from CY 1999, Quarter 4 are included in the measure calculation. Carrying this a step further, the PY 2000 July-December period will have the UI wage data not only for the CY 99, Qtr 4 exiters, but will have the post qtr 1 UI wage data for CY 2000, Qtr 1 exiters. This lag also applies to measures that use Post Qtr 2 and Post Qtr 3 data for outcome determination.

Optional Entries - You may select one of the listed options.

A. Entity
B. IETC
C. Case Manager

If none are selected the default is to the LWA level.

C. Goals

The Goals screen is where the negotiated goals are entered by the State during the approval of the plan. You may view these goals here, but they may not be modified by local users.

Navigate: Click on top tab, “Goals”

View: You should be viewing Page 1 of your WIA Negotiated goals for PY 2000, PY 2001 and PY 2002. Page 1 contains the youth performance measures.

Navigate: Click on the RH tab labeled Page 2.

View: You should be viewing Page 2 of your WIA Negotiated goals for PY 2000, PY 2001 and PY 2002. Page 2 contains the adult and dislocated worker performance measures.

D. View Outcomes

The View Outcomes screen is where the actual results are viewed and compared to the performance goals. The data for the criteria specified on the WIA Selection Screen is the data that is displayed when this tab is selected. The default values are local LWIA, current PY and current quarter.

Navigate: Click on Top Tab “View Outcomes:

View: You should be viewing the WIA Performance Outcome Summary. This screen displays a summary of the seventeen performance measure outcomes in relation to both the negotiated goal, the goal threshold level, and an overall determination of performance. Behind each of the performance measures client detail is stored.

Navigate: Click on any one of the rectangular buttons on the LH side of the screen that displays the measure acronym and the word “detail. Each detail button contains client data for that particular measure. (No detail button for the two customer satisfaction measures)

View: You should be looking at the Numerator/Denominator Detail Screen. This is a two part screen, the top half displays a line listing of clients included in the numerator for the calculation of the measure. The bottom half displays a line listing of clients included in the denominator for calculation of the measure. As you view the line listing; you will notice that each measure has key columnar items such as the SSN, exit quarter, name, employed at registration, etc. We have dubbed these items "flags". The first six flags for each measure are all the same and self identifying. These are the SSN, Last Name, First Name, Measure Group, Entry Quarter, and Exit Quarter. The remaining flags (unique for each measure) indicate mostly Yes (Y) or No (N) to specific conditions for a client orindicate UI wage dollars, goals set and met, and the quarter of dislocation. To print this listing click on the print button at the bottom of the screen.

Note: The Entry Quarter, Exit Quarter, and the Dislocation Quarter are expressed by <u>calendar year and quarter</u> (i.e. 2000 1 equals the first quarter of CY 2000).

Navigate: At the bottom of the numerator/denominator detail screen click on the "Performance Measures Description" button.

View: You should be viewing a description of the performance measure.

Navigate: Click on the OK button to return to the Numerator Denominator Detail Screen.

Navigate: Click on the "Current Registrant Pool for Measure" button This is a line listing of all clients who <u>could potentially</u> be included in this measure. To print this listing click on the print button at the bottom of the screen.

Navigate: Click on exit button to exit from this segment.

Data Elements Used in the Performance Management Module

Listed below is a directory indicating the data source in the Case Management System for each of the unique flags by performance measure.

MEASURE	FLAG	DATA SOURCE
1. YDER	HS Dip/GED @ Entry	Customer Background/Education Status Any combo indicating Y or N: Y=Highest grade completed >/= 12 or GED Completed. N=Highest grade completed </=11 or a HS Dropout or Lacks HS Diploma.
	In Program-Attain Diploma/GED	Exit Record Credentia/lDiploma Type = High School Diploma, or Primary Reasons for Exit = Attained High School Diploma or Attained GED/Equivalency Diploma
	In Program-Attain Diploma/GED	Post Exit Record Attained HS diploma or attained GED
	In School at Exit	Exit Record Primary reason for exit - Attending Secondary school at exit
2. YPRR	In School at Exit	Exit Record WIA: Primary reason for exit -attending Secondary school at exit JTPA: Primary reason for exit - cont. as a full-time student, returned to school, or remained in school
	Post Qtr 3 - Post Sec. school, Adv training, employment, Military service, or qual. Apprenticeship	UI Wage data Post Exit Record: employed in qtr, post Sec. ed, adv training program, military service, Qualified apprenticeship program
3. YSAR	Goals Set Goals Met	Service Directory/Goals and Objectives/Youth Goals

MEASURE	FLAG	DATA SOURCE
4. YEER	Employed at Registration	Customer Background/ Employment/Labor Force Status Employed full-time or part-time equal Y
	Post Qtr 1 - Employment Supp Source	Post exit record: employed in qtr.
	Post Qtr 1 - UI Earnings	UI Wage data
	Post Qtr 1 - Post Sec School/ Adv Trng	Post Exit record: post sec ed or adv tng.
5. YRR	Post Qtr 1 - Employment Supp Source	Post Exit record: employed in qtr.
	Post Qtr 1 - UI Earnings	UI Wage data
	Post Qtr 3 - Employment Supp Source	Post Exit Record: employed in qtr.
	Post Qtr 3 - UI Earnings	UI Wage data
	Post Qtr 3 - Post Sec School/ Adv Trng	Post exit record: post sec ed or adv trng
6. YEC	Post Qtr 3 - Post Sec School/ Adv Trng	Post exit record: post sec ed or adv trng
	Pre Qtr 3 - UI Earnings Pre Qtr 2 - UI Earnings Post Qtr 1 - UI Earnings Post Qtr 2 - UI Earnings Post Qtr 3 - UI Earnings	UI Wage data UI Wage data UI Wage data UI Wage data UI Wage data
7. YCAR	Post Qtr1 - Employment Supp Source	Post Exit Record: employed in qtr.
	Post Qtr 1 - UI Earnings	UI Wage data
	Post Qtr 1 - Post Sec School/ Adv Trng	Post exit record: post sec ed or adv trng
	In Program Obtained Credential	Exit Record Credential/Diploma type

MEASURE	FLAG	DATA SOURCE
7. YCAR	Post Qtr 1 - Obtained Credential Post Qtr 2 - Obtained Credential Post Qtr 3 - Obtained Credential	Post Exit Record: Attained Cred/Diploma Post Exit Record: Attained Cred/Diploma Post Exit Record: Attained Cred/Diploma
8. AEER	Employed at Registration Post Qtr 1 - Employment Supp Source Post Qtr 1 - UI Earnings	Customer Background/Employment/ Labor Force Status - Employed full-time or part-time equal Y Post Exit Record: employed in qtr. UI Wage data
9. ARR	Post Qtr 1 - Employment Supp Source Post Qtr 1 - UI Earnings Post Qtr 3 - Employment Supp Source Post Qtr 3 - UI Earnings	Post Exit Record: employed in qtr. UI Wage data Post Exit Record: employed in qtr. UI Wage data
10. AEC	Pre Qtr - UI Earnings Pre Qtr 3 - UI Earnings Post Qtr 1 - UI Earnings Post Qtr 2 - UI Earnings Post Qtr 3 - UI Earnings	UI Wage data UI Wage data UI Wage data UI Wage data UI Wage data
11. ACAR	Enrolled In Training Post Qtr 1 - Employment Supp Source Post Qtr 1 - UI Earnings In Program Obtained Credential Post Qtr 1 - Obtained Credential Post Qtr 2 - Obtained Credential Post Qtr 3 - Obtained Credential	Service Record Activity Code: 21, 22, 24, 25, 26, 27, 28, 29, 31, 33, 34, 35, 36, 37, 40, 41, 42, 43 Post Exit Record: employed in qtr. UI Wage data Exit Record Credential/Diploma type Post Exit Record: Attained Cred/Diploma Post Exit Record: Attained Cred/Diploma Post Exit Record: Attained Cred/Diploma
12. DEER	Post Qtr 1 - Employment Supp Source Post Qtr 1 - UI Earnings	Post Exit Record: employed in qtr. UI Wage data

MEASURE	FLAG	DATA SOURCE
13. DRR	Post Qtr 1 - Employment Supp Source Post Qtr 3 - Employment Supp Source Post Qtr 1 - UI Earnings Post Qtr 3 - UI Earnings	Post Exit Record: employed in qtr. Post Exit Record: employed in qtr. UI Wage Data UI Wage Data
14. DERR	Dislocation Qtr Pre Qtr 3 - UI Earnings Pre Qtr 2 - UI Earnings Post Qtr 1 - UI Earnings Post Qtr 2 - UI Earnings Post Qtr 3 - UI Earnings	Customer Background/Employment/ Job Listing - End date of most recent job listing that has the “dislocation” check box checked.* UI Wage data UI Wage data UI Wage data UI Wage data UI Wage data
15. DCAR	Enrolled in Training Post Qtr 1 - Employment Supp Source Post Qtr 1 - UI Earnings In Program Obtained Credential Post Qtr 1 - Obtained Credential Post Qtr 2 - Obtained Credential Post Qtr 3 - Obtained Credential	Service Record Activity Code: 21, 22, 24, 25, 26, 27, 28, 29, 31, 33, 34, 35, 36, 37, 40, 41, 42, 43 Post exit Record: employed in qtr UI Wage data Exit record Credential/Diploma Post Exit Record: Attained Cred./Diploma Post Exit Record: Attained Cred./Diploma Post Exit Record: Attained Cred./Diploma

***If none of the job training listings has the dislocation check box marked, the end date of the most recent job listing is used. Next, if there is no job listing end date, the quarter of registration becomes the dislocation quarter.

Performance Management and Reporting Web site

In addition to the TRAC Performance Management Module, the Department has a website at **https://jtdadmin.cgs.niu.edu/lwaadmin.htm** which is designed to assist you in planning and predicting your performance outcomes for 15 of the 17 WIA Title I performance measures (it doesn't include the customer satisfaction measures). The site also provides access to web-based reports which you can order in addition to the reports that are available from the TRAC system.

To use this site, you will need to obtain a user id and password from the Help Desk (217) 558-2454. After entering the site, select the "WIA performance management" item. This will take you to a measure selection page, with buttons for each of the 15 performance measures. A planning worksheet has been created for each of these measures. Each worksheet contains rows showing how the measure is calculated, starting with the count of those registered and ending with the measure outcome. There are three columns in each worksheet:

1. **Actual year to date:** This column displays the actual results so far, based on entries in the TRAC system. You cannot change these values here.

2. **In Pool of Planned:** You can enter your estimates for each of the rows in this column. For instance, for the AEER, if you have an idea of the number of adults who will exit in the time frame to be included in this measure, you can enter that estimate here. You can also make an estimate of the number of persons who will enter employment.

3. **Total:** This column displays the sum of the first two columns. In other words, it computes an overall result for the measure based both on what has happened so far during the year, and what you estimate will happen.

Use the "Check Values" button to check your entries and compute the results. If you wish to save your information for later use, click the "Store Data" button. If you wish to return the worksheet to its latest saved version, use the "Reset to Stored Values" button.

The "Back to Measure Selection Page" button returns you to the menu of measures, so you can navigate to another measure. Select the "Summary" button from the measure selection page to see a report which shows each of the measures, the actual outcome year to date, your estimated additions, and the estimated totals.

The data loaded into the worksheets uses the same "flag file" that is produced from the TRAC system each week, and is used for the WIA performance standards module in TRAC. Although these values are supposed to be the same, please remember that the values from the TRAC performance standards module are the official outcomes for your LWIA.